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ABSTRACT

In an effort to provide a sound basis for educational accountability for preschool programs, the Arizona Early Childhood Education (ECE) Standards were developed as a framework for literacy-based programs for 3- and 4-year-olds and to provide parents with a basic understanding of indicators of early learning. These standards, to be adopted by Arizona's Family Literacy Programs in July 2004, will be used in combination with to-be-developed standards for English Language Learners and the Parents and Children Together components of family literacy programs and a comprehensive professional development program. This guide details the standards, including their development. The standards are organized within six broad domains: (1) language and literacy; (2) mathematics; (3) science; (4) physical development; (5) health and safety; (6) social and emotional development; and (7) the arts. Within each domain are several components: a rationale statement, a context statement for each standard within each domain, a standard statement, benchmark statements, and corresponding indicators and sub-indicators. Each standard progresses from broad, general statements to specific, measurable delineations of skills and concepts. Standards, related benchmarks, indicators, and sub-indicators are listed in a loose developmental progression from Phase 1 to Phase 3, with Phase 3 describing the ideal experiences and knowledge of entering kindergartners. Included with each indicator or sub-indicator are examples to make the standards more accessible to teachers and parents and an indication of the correlating K-12 standards. The guide concludes with a glossary of relevant terms and concepts. (KB)

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Arizona
Early Childhood Education
Standards

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Division of Adult and Family Literacy Education

Tom Horne
Superintendent of Public Instruction

Arizona
Early Childhood Education
Standards

This artwork and the front cover artwork were created by Olivia Beals-Reid, age 4. Olivia was a student in Cheryl Lazaroff's preschool class at Tucson Community School. Tucson Community School is a private parent-cooperative school.

State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

March 31, 2003

Dear Parents and Educators:

There is a growing consensus within the field of education that a greater emphasis be placed on young children's conceptual learning, especially acquisition of language and literacy.

This work demonstrates a timely effort on the part of a broad, cross-section of Arizona's Early Childhood Educators to proactively build a consistent curricular framework that demonstrates a move forward in the focus given to language and literacy skills In early childhood programs. This will be a great aid in our challenge to enable children to become truly proficient in English, and will increase their chance for success with reading well before the end of third grade.

Additionally, this document focuses on the substance of what is taught to three and four year old children. Arizona's Early Childhood Education Standards represent a strong foundation for children entering Kindergarten.

All children can meet high academic standards. It is the school's responsibility to ensure that all children are ready for success in school and meet high academic standards. These standards can serve as the foundation of educational accountability for programs serving three and four year old children.

Perhaps most importantly, this document will provide parents with a resource they can use in their role as their child's first teacher.

I commend the teams of Early Childhood Educators who participated in this initiative for their great contribution to Arizona's young learners.

Sincerely,

Tom Horne

Tom Horne
Superintendent of Public Instruction

State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

March 31, 2003

Dear Parents and Educators:

The Arizona Early Childhood Education Standards were developed as a proactive initiative by a broad cross section of Early Childhood Educators in Arizona who ere passionate about the importance of childrens' early learning to their later success in school.

Both at the state and federal levels, mandates have been implemented for program accountability in early childhood education. Although developed as the foundational step of program accountability within Arizona's state- and federal-funded Family Literacy programs, these Standards can serve as the framework for any literacy-based preschool program for three and four year old learner- regardless of the funding source. By developing and implementing standards, early childhood educators ensure that a consistent set of identified core knowledge and skills become a part of every child's preschool years.

Educators will use this document as a framework for teaching and learning. Parents will find this document helpful in providing them with a basic understanding of indicators or early learning. This knowledge will enhance their ability to participate actively in their children's learning in their roll as their child's first and most important teacher.

I want to express my sincere appreciation to the many outstanding early childhood educators who contributed their expertise and energy to this remarkable initiative. I am deeply grateful for their significant contributions to Arizona's Family Literacy programs, and to the broader community of early childhood education.

Sincerely,

Karen Liersch

Karen Liersch
Deputy Associate Superintendent
Adult and Family Literacy Education

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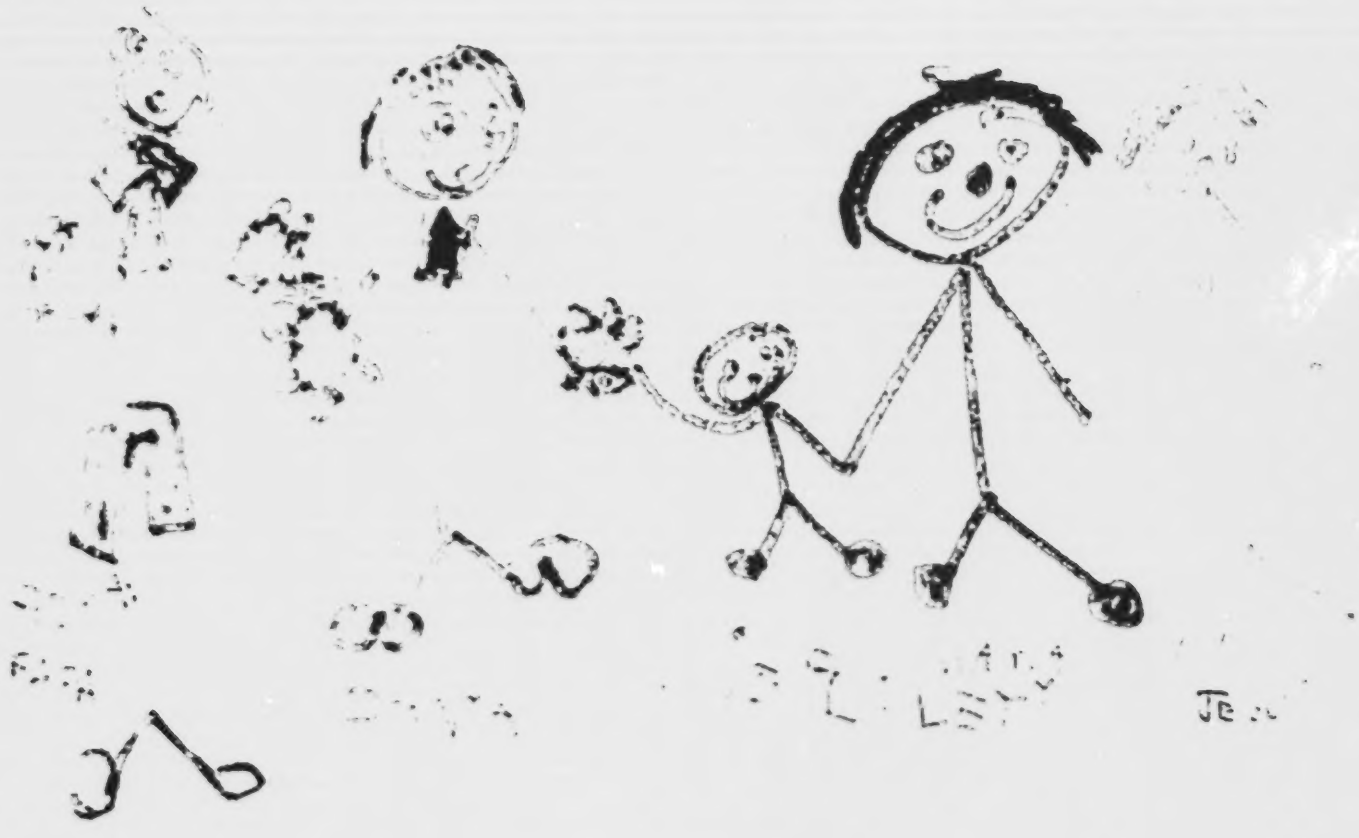

This artwork and the back cover artwork were created by Danya Ramirez, age 5. Danya was a student in Corina Wells' class at Lamar Learning Center in Glendale. Lamar is funded by Glendale Adult Education, Arizona Family Literacy, and Head Start.

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ARIZONA EARLY CHILDHOOD EDUCATION STANDARDS

PREFACE

Why Set Early Childhood Standards?

Early childhood education standards reflect the growing consensus among early childhood professionals that greater emphasis be placed on young children's conceptual learning, especially acquisition of language and literacy. Arizona's early childhood standards reflect the belief that certain knowledge and skills are essential to every child's social, emotional, physical, and cognitive development. New studies by the National Institutes of Health and the U.S. Department of Education support the findings of older studies and both support this belief. They found that children who are enrolled in well-established preschool programs are 40 percent less likely to be held back a grade, 41 percent less likely to be placed in special education classes, 33 percent less likely to be arrested, and almost 30 percent more likely to complete high school. Other studies show that children enrolled in well-designed educational preschool programs are more likely to perform well on tests of intelligence, pursue higher education, and postpone having children. Recent research indicates that preschools are giving young children the skills they need for a good start in school. Quality programs that provide challenging, but achievable, curricula engage children in thinking, reasoning, and communicating with others. With teacher direction and guidance, children respond to challenging curricula and acquire important skills and concepts.

The federal Even Start program now mandates the development of accountability measures in its programs. By developing and implementing standards, early childhood educators ensure that a consistent set of identified core knowledge and skills become a part of every child's preschool years.

Are Arizona's Early Childhood Standards Developmentally Appropriate?

Yes! The Arizona Early Childhood Education Standards are the result of a long process of research and critical review. The resulting document represents a synthesis of exemplary practice and experience modeled in programs and practices that have been empirically validated by thousands of young children throughout the nation and the world.

How Were the Arizona Early Childhood Standards Developed?

Phase I of the Family Literacy Early Childhood Education Standards Initiative began in February, 2001 and was completed in December 2001. During this phase, more than 25 distinguished early childhood educators and academicians from across the state met every month for ten months to develop the standards for Language and Literacy; Mathematics; Physical Development, Health and Safety; and, Social and Emotional Development. As a team, they examined significant new research on cognitive development and how children learn. They examined several documents written by the National Association for the Education of Young Children (NAEYC) and other professional organizations, research articles, and standards written by early childhood education task forces from other states.

Team members reviewed specific preschool practices in the United States. Well-known models of early childhood education such as the Creative Curriculum, Head Start, Montessori, and the Core Knowledge sequence were examined. Team members also brought standards from their own programs. (One member supplied the Early Childhood Education Standards Development (ECESD) team with copies of the New Zealand standards for early childhood programs.) This wealth of information was the basis for the development of the initial draft. Months of internal review and revisions produced the final draft. Thirteen focus groups were conducted throughout the state to review the draft standards. Focus group participants included early childhood and kindergarten teachers, administrators, and parents. The Arizona Department of Education, Adult and Family Literacy Education Division, also sent surveys to all Family Literacy programs. Feedback from focus group participants and Family Literacy program staff was compiled and synthesized. Every reflection was presented to the team and refinements were made to the standards based on the results of the field review.

During Phase II of the project (December 2001 through August 2002), standards were developed in Science and The Arts by a subset of seasoned team members from Phase I and additional early childhood educators and experts from different regions of the State. The Science and Arts Team used many of the same resources and some new national resources in those subject areas. They followed a similar process to develop the standards, that the first team used, including several rounds of internal review and revisions as well as field review via focus groups and a final edit to respond to the feedback. During this

time period, a third team of early childhood educators met to review, identify and recommend an appropriate ECE assessment system to evaluate learner developmental gains in the ECE Standards Content areas. Their report is covered in a separate document.

Through both phases of the Initiative: standards expertise, technical assistance and product critique has was provided by Susan Pimentel of StandardsWork. Facilitation services were provided by Margaret Seibert and Cynthia Turner of Aha! Inc.

Our Preschool Program Already Has a "Program of Instruction." Why Change What We're Already Doing?

Many preschools are likely to find that what they have is not a definite curriculum with specific goals for young children, but rather a general set of beliefs that focus on how children learn rather than what they need to learn. The standards on the following pages specify definite expectations that provide teachers, parents, and children with a clear curricular framework. They invite the active, intellectual engagement of educators who choose to use them in their classroom practice.

The standards are important tools to help teachers define and implement comprehensive, integrated curricula for their programs. The language in these standards is specific enough to be useful, yet general enough to accommodate variability in early childhood programs.

Will These Standards Limit the Creativity of Teachers?

A major challenge in drafting these standards was translating abstract theories about how children develop and learn into concrete descriptions for practice. Educators using these standards must not equate the precision and specificity of the standards with an instructional approach that relies on rote learning, isolated drill, workbooks, or ditto sheets. The most effective teaching is a balance between children's self-discovery and teacher-directed experiences. Effective teaching balances the need for children to explore and discover on their own and for teachers to consciously make tasks at hand both accessible and challenging. Such teaching guides children to ever-increasing levels of competence. Teachers are encouraged to use concepts from the standards to work across the domains to provide varied opportunities for children to achieve the knowledge and skills identified in the standards. For instance, language and literacy accomplishments are often best achieved through activities that are integrated into different areas, such as math, fine and gross motor development, and social and emotional development.

How Can You Expect All Children to Learn the Same Material When All Children Are Unique and Rates of Development are so Different?

Children's age differences and previous experiences result in a great diversity of knowledge and skills. Children do not arrive at school ready to learn at the same pace or in the same manner. They grow at different rates with unpredictable starts, stops, and surges along the way. To reflect children's unique developmental styles, the standards within a content area are listed in a loose developmental progression, in a **continuum of learning**. Some children, regardless of their age level, will be at the beginning of the learning continuum, while others will be further along. The intent of the organizational design of these standards is to ensure that all three- four-, and five-year old children have the opportunity to strive towards these goals as they progress along a continuum of development prior to entering kindergarten.

The child's current skills and knowledge are the starting point for new experiences and instruction. Current skills and knowledge are not to be interpreted as limitations or restrictions. These standards underscore the vital role teachers and school communities play in helping children, whose everyday circumstances at home have left them disadvantaged, to catch-up with their more advantaged peers. Only by explicitly specifying the competencies and knowledge that all children should share can early childhood educators guarantee equal access by children from all backgrounds and life experiences.

Can the Standards be Used With Special Needs Children?

The standards present a broad range of skill development and are designed to provide a useful instructional foundation for educators of special needs students. Educators can use the standards in conjunction with Arizona's functional standards to develop individual student plans for children who have learning disabilities. Special needs children may enter and progress at any phase of the developmental continuum within each standard. In some cases, children with disabilities may require additional accommodations and modifications of the standards in order to benefit from them.

The standards are also adaptable for gifted special needs children. Educators of gifted children can use the standards in conjunction with Arizona's K-12 standards to appropriately modify the instructional program to reflect the educational and developmental progress of the gifted child.

What About Children Whose Native Language is Other Than English?

The standards in listening, speaking, reading, writing, and math are rigorous, fair, and reasonable for students who are proficient in English. However, increasing numbers of children in the United States (and particularly in Arizona) do not speak English fluently because English is not their native language. These students need to receive instruction in a manner that they can understand and that is commensurate with their proficiency level in English. Therefore, the following standards outline language and literacy accomplishments for three- four- and five year-old pre-kindergarten children in their native language. For students whose first language is other than English, their native language will serve as the foundation for English language acquisition.

While hundreds of languages are spoken in Arizona's schools, Spanish is the most prevalent. A new resource to help Spanish-speaking **English language learners** meet the standards will be available in the coming year. This auxiliary document will describe the advantages that Spanish speakers have in learning to read, write, and speak in a second language and will address specific obstacles that might impede their progress. An additional set of expectations will be developed for young children whose home language is Spanish to address Spanish to English transitional language and literacy knowledge and skill development. The goals for Spanish-speaking and other English as a second language students are to increase their proficiency in English and to give them opportunities to learn, in their native language, important content and skills contained in the standards, and to enter Kindergarten communicating in English.

What is the Implementation schedule?

Arizona's Family Literacy Programs formally will adopt these standards beginning July 1, 2004. Other preschool programs may choose to adopt these standard in their programs according to their own timetable.

To prepare for their implementation, Phase III of the Family Literacy Early Childhood Education Standards Initiative is planned to include the development of a comprehensive, multifaceted professional development program in addition to the development of Parent Time and Parent And Child Together (PACT) standards and English Language Learners (E.L.L.) Standards for non-English speakers.

How to read the Standards?

Like any complex process, the essential components of learning can be segmented several ways. For ease of use, these standards are organized within six broad domains: Language and Literacy; Mathematics; Science; Physical Development, Health and Safety; Social and Emotional Development; and the Arts.

Each domain has several components: a rational statement for each domain, a context statement for each standard within each domain, a standard statement, benchmark statements, and corresponding indicators and sub-indicators. Each standard progresses from broad, general statements of what students should know and be able to do to specific, measurable delineations of skills and concepts. Standards, related benchmarks, indicators, and sub-indicators are not presented by order of importance. As noted, however, some attempt was made to list them in a loose developmental progression.

Each DOMAIN begins with a rationale statement. The rationale statement gives a perspective about why the domain (the content areas of language, math, science, etc.) is important to a child's growth and development.

Each STANDARD begins with a brief context statement. The context statement provides insight into the kind of classroom environment and instruction that can maximize the learning of young children.

STANDARD STATEMENTS follow the context statement. Standard statements consist of broad statements that support the goal of preparing young children for further study and schooling. For example, in Language and Literacy, there are three standards: Listening and Speaking, Reading, and Writing.

BENCHMARK STATEMENTS follow each standard statement. Benchmarks identify specific skills and content within the standard. For example, under the Reading Standard, there are benchmarks that define interest in literature, book handling, comprehension, concepts of print, use of emerging reading skills, and knowledge of sounds and the alphabet.

INDICATORS AND SUB-INDICATORS delineate the skills and content of the benchmark statement. Indicators and sub-indicators make up the developmental continuum. The developmental continuum is organized into three phases: Phase I, Phase 2, and Phase 3. The phases are identified graphically by the vertical bars on the far left of the document. Phase 1 includes the indicators and sub-indicators within this one phase. Phase 2, as the graphic bar demonstrates, includes the indicators and sub-indicators of both Phase 1 and Phase 2. Phase 3 includes the indicators and sub-indicators of all three: Phase 1, Phase 2, and Phase 3. The combined three phases contain all of the skills and content that a learner needs to master within the benchmark. The placement of certain indicators and sub-indicators into Phase 1, Phase 2, or Phase 3 of

the developmental continuum are not meant to be rigid directives but approximate guidelines based on research. The three phases provide a progression of skills and knowledge from simple to more complex.

For example, the following Indicators under the benchmark for comprehension are:

- Relates stories to real-life experiences and feelings (Phases 1, 2, & 3);
- Asks and answers questions about stories (Phases 1, 2, & 3);
- Makes predictions about what is read, heard, or seen in illustrations (Phases 2 & 3)
- Retells a story in sequence using illustrations in a book or literary props (Phase 3 only); and,
- Relates details of stories and draws connections between story events (Phase 3 only).

Ideally, all children entering kindergarten should come prepared with the kinds of experiences and knowledge described in Phase 3. In reality, the child's existing competencies in relation to the skills and knowledge of the early childhood standards are the best indicator of where to begin instruction and how best to measure progress. No child should be unduly rushed or held back based on the competencies listed in the three phases of the standards.

Examples are provided in the column on the right, opposite the corresponding indicators and sub-indicators. Examples are only ***examples***. They are meant to illustrate the specific indicators and sub-indicators and to make the standards more accessible to teachers and parents. **Examples are not assessment criteria, checklists, or mandates.**

Correlations to K-12. The Arizona Early Childhood Education Standards are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards are designed to correlate with the new grade specific Arizona Reading and Math Standards and the remaining Arizona Academic Readiness and Foundation Standards. The Arizona K-12 Standard and related Performance Objective(s) that correlate can be found next to each ECE indicator. Samples of these correlations can be found at the beginning of each Standard set.

Introduction

This artwork was created by Erik Santana, age 5, in the Katherine Van Buskirk Child And Parent Success Program, Tucson. Erik's classroom teachers were Myriam Bonillas, Ann Sanchez, Leticia Tolano, and Gabriela Vizcarra. His studio teacher was Pauline Baker. This program is funded by Early Childhood Block Grant and the Tucson Unified School District.

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Early Childhood Education Standards

The State of Arizona's Early Childhood Education Standards provide consistency in programs throughout the state. The standards are a framework to guide educators in their efforts to make informed decisions about curriculum and assessment. Although the standards document is separated into specific domains of learning, the intent is not to suggest that children's skills develop categorically or that isolated skill instruction is an appropriate way to support learning during the preschool years.

The standards reflect current research on brain development and best practices for early childhood education. They represent the growing consensus among early childhood professionals that a greater emphasis be placed on young children's conceptual learning, social and emotional development, and participation in relevant and meaningful learning experiences. The benchmarks within each standard are organized along a developmental continuum to present a picture of the broad range of young children's abilities.

The early childhood educators who developed the standards in this book shared a common philosophical commitment to the appropriate education of young children. Throughout the eleven-month process of developing the Early Childhood Education Standards in Language and Literacy, Mathematics, Physical Development, and Social and Emotional Development, these educators defined and refined their fundamental beliefs about the pre-kindergarten child and early childhood education. This *Introductory Belief Statement* is the culmination of hours of their discussions and thoughtful reflection.

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Introductory Belief Statement

Mission

The Arizona Early Childhood Education Standards provide a universal framework for diverse educational systems to promote meaningful student learning through consistency and quality in early childhood and family literacy programs.

Every Child:

is a unique, complex learner;

is a social being who learns through
the development of relationships with peers and adults;

is entitled to learning environments
that support optimal development of the whole child;

is entitled to opportunities
to learn through active exploration;

learns through child-initiated,
child-directed, teacher-supported play.

The Family, School, and Community Partnership

The family is the child's most important teacher. The family unit provides the child with a foundation for both healthy development and a positive attitude toward learning. Supporting families in nurturing their children is essential. The school educates families about the value of preserving their home languages and cultures and provides support systems within classrooms to assist children's transitions into the school language and culture. Every child can develop a love of learning and have an opportunity to be successful through collaborative home, school, and community partnerships.

Developmentally Appropriate Practices

Development and learning occur on a continuum that builds on a child's prior knowledge and experiences. Each child progresses along this continuum at a unique rate and has an individual learning style and diverse abilities.

Developmentally appropriate practices focus on the development of the whole child. This holistic development includes the physical, social, emotional, and cognitive domains of the child. These domains are complementary and mutually supportive of one another. Development in one area influences and is influenced by development in the other areas.

Every child enters school eager to learn. Play is the fundamental vehicle through which children learn and construct their own understanding about the world around them. Meaningful learning occurs in a safe environment where children are actively engaged. In this secure and simulating environment, children are given opportunities to practice newly acquired skills and to experience challenges just beyond the level of their current mastery.

Early childhood educators value the individual learning variation among children and provide healthy, nurturing, and rich learning environments with opportunities for diverse play experiences. Children acquire important skills and learn concepts through both child-initiated and teacher-directed play and guidance.

Early Childhood Education Standards Development Team
Phase I

Standards Development in Language and Literacy, Mathematics, Social and Emotional Development, and Physical Development, Health, and Safety

Participant	Program/Affiliation	Location
Holly Abbott	Crane Family Literacy	Yuma
Elaine Bridschge	Pinal Gila Community Child Services, Inc	Coolidge
Marilyn Box	Mesa School District ~ Family Tree	Mesa
Dr. Kelvin Broad	Northern Arizona University, Center for Excellence in Education	Flagstaff
Eva Curley	Flagstaff Unified ~ Leupp/Dine	Flagstaff
Eleanor Droegemeier	Tucson Unified ~ Early Childhood Program	Tucson
Sandy Foreman	Southwest Human Development ~ Head Start	Phoenix
Olivia Jimenez	Isaac Preschool ~ Project Impact	Phoenix
Dari Johnson	Tucson Unified ~ Project ABLE	Tucson
Wanda Billings-Reber	Flagstaff Unified ~ EmPact Family Literacy Program	Flagstaff
Bonnie Lund	Alhambra Preschool Center	Phoenix
Leonor Lundholm	Head Start ~ Child Parent Centers, Inc	Tucson
Karen McIlroy	Head Start ~ Child Parent Centers, Inc	Tucson
Catherine Mulligan	Head Start ~ NACOG	Flagstaff
Garthanne de Ocampo	Emerson School Preschool	Phoenix
Nancy Perry	Arizona State University ~ Education Curriculum & Instruction	Tempe
Rhonda Richardson	Blackwater Community School	Coolidge
Ramona Staires	Flagstaff Unified ~ Leupp/Dine	Flagstaff
Lois Schneider	Arizona Department of Education ~ Adult and Family Literacy	Phoenix
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June Torrance	Torrence Educational Consulting	Scottsdale
Gloria Williams	Pima Community College ~ Family Literacy	Tucson
Lizzie Zamora	Nogales Unified ~ Family Literacy	Nogales

Early Childhood Education Standards Development Team
Phase II

Standards Development in Science and The Arts

Participant	Program/Affiliation	Location
Pauline Baker	Tucson Unified ~ Preschool Program	Tucson
Leonor Lundholm	Head Start ~ Child Parent Centers, Inc.	Tucson
Garthanne de Ocampo	Emerson School Preschool	Phoenix
Rhonda Richardson	Blackwater Community School	Coolidge
Natalie Scott	Southwest Human Development ~ Head Start	Phoenix
Gloria Williams	Pima Community College ~ Family Literacy	Tucson
Sue Yale	Arizona Department of Education ~ Adult and Family Literacy	Phoenix

ALEXIS said, "See my mom, dad, little brother, and me, going to the park when the sun is up."

"Pretty flowers, too."

The artwork was created by Alexis Duarte, age 4. Alexis was a student in the Sunnyside Head Start class in Tucson. This program is operated through Child Parent Centers, Inc. In addition to its Head Start programs, Child Parent Centers partners with the Arizona Department of Education, Division of Adult and Family Literacy Education, to provide nine Family Literacy programs.

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Early Childhood Education Assessment Team

Participant	Program/Affiliation	Location
Teresa Acevedo	Child Parent Centers, Inc	Tucson
Julie Beyer	Manzanita Preschool	Kingman
Joan Cathey	T.A.S.K Society	Kingman
Eleanor Droegemeier	Tucson Unified ~ Early Childhood Program	Tucson
Sandy Foreman	Southwest Human Development ~ Head Start	Phoenix
Cynthia Golston	Tempe Elementary School District ~ Family Literacy	Mesa
Mimi Gray	University of Arizona ~ Child Development Center	Tucson
Goldie LaPorte	Arizona Department of Education	Phoenix
Karen McIlroy	Child Parent Centers, Inc	Tucson
Nancy Perry	Arizona State University ~ Education Curriculum & Instruction	Tempe
Barbara Redburn	Dysart Early Childhood Education Center	El Mirage
Kathy Reimer	Arizona Department of Education	Phoenix
Pat Rosas	Yuma Proving Ground ~ Child Development Center	Yuma
Joyce Swarner, PhD	Tucson School District ~ Evaluation	Tucson
Darlene Wezdenko	Glendale Elementary ~ Preschools	Glendale
Jan Whitney	Mesa Unified ~ Early Childhood and Parenthood Department	Mesa
Sue Yale	Arizona Department of Education ~ Adult and Family Literacy	Phoenix
Vicky Young	Prescott College	Prescott
Lizzie Zamora	Nogales Unified ~ Family Literacy Program	Nogales

Social & Emotional Development

KIRSTANS Perspective:
"Heres KAREN and me grabbing a flower together. Then, this is blue, red, and the other blue. This is yellow, green, purple, and this is the other orange. I made the sun for "Good morning, everyone."

Parents Observation:
KIRSTANS mother, KARY MILLER, observed that KIRSTAN was concentrating on her picture. She also was paying close attention to the colors that she was using. KIRSTAN acted as if she wanted just the right colors to be in her rainbow. She was proud of her rainbow and her sun.

This artwork was created by Kirstan Lee Miller, age 4. Kirstan was a student in Debbie Wolgemuth and Lucy Dominguez' class at Craycroft Family Literacy in Tucson. Craycroft Family Literacy is one of six Family Literacy sites operated by Pima Community College. This program is funded by Arizona Family Literacy and the Sunnyside Unified School District.

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Social and Emotional Development

Rationale Statement:
Social and emotional development is the critical foundation for lifelong learning and well-being. Research shows that early development of social and emotional competence has long-term effects on social and academic success. This competence is nurtured in an environment that affirms children as individuals and fosters active membership and contribution to a wider community.

Social development involves learning how to have positive relationships with other people. Learning to form and value friendships is a key part of social development.

Emotional development is closely related to social development. It refers to children's feelings about themselves, the people in their lives, and the environment in which they live.

Correlation to K-12
Social and Emotional Development

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

Samples:

Citation of Original Version of K-12 Standards

R CH 2-1 PO3 = R (Readiness Level) CH (Comprehensive Health Standards) 2-1 (Strand-Concept) PO3
F SS 1-1 PO 2 = F (Foundations Level) SS (Social Studies) 1-1 (Strand-Concept) PO2

Key to AZ K-12 Standards Correlated to Social Emotional Development ECE Standards:

CH (Comprehensive Health)
PA (Physical Activity)
SS (Social Studies)

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Context Statement for Social and Emotional Development Standard One

The emotional well-being of children is paramount to ensure that children reach their overall potential. Children who have positive, realistic self-concepts readily participate in activities alone and with others. Confident children are ready for new experiences and handle change with positive dispositions. In planning activities for preschool children, early childhood educators are sensitive to individual needs, encourage individual abilities, and are aware of the developmental levels of individual children. They value children's attempts to express emotions in ways that are accepted by their families, culture, and community. Children need an environment that is responsive to their feelings of hunger, pain, and fatigue. Such an environment is attractive and welcoming. It provides a sense of identity and belonging and inspires engagement in relevant activities. Familiar, unhurried, regular routines that children can anticipate provide assurance and minimize stress for both adults and children.

STANDARD 1.
Children display a healthy self-image in a safe, supportive, and stimulating learning environment.

Benchmark 1.1. The child demonstrates the ability to separate from family and to adjust to new situations.

Developmental Continuum	Examples That You May Observe
Phase 1	
a. Interacts with teachers when family member is nearby.	Child hugs his teacher when adult is present.
b. Separates from family members without undue stress. *(R CH 1-2 PO1;R CH3-4 PO1, PO2)*	Child may cry when parents leave but recovers with comfort and redirection by an adult.
Phase 2	
c. Accepts arrival and departure times as routine parts of the day. *(R CH 1-2 PO1; R CH 3-4 PO1, PO2)*	Child waves goodbye to parent, greets her teacher and peers, and participates in the daily routine.
Phase 3	
d. Manages transitions and unexpected events with ease. *(R CH 1-2 PO1; R CH 3-4 PO1,PO2)*	Child follows procedures to line up and walk outside during a field trip.

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Benchmark 1.2. The child recognizes, expresses, and manages feelings in various situations.

Developmental Continuum	Examples That You May Observe
Phase 1	
a. Communicates feelings through body language, facial expressions, or vocalizations. *(R CH 1-2 PO1, PO2)*	Child laughs when happy.
b. Identifies own emotions. *(R CH 1-2 PO1, PO2)*	Child nods her head when asked if she is sad. Child says he's happy when the teacher signals that it is time to go outside.
Phase 2	
c. Describes own feelings and their causes. *(R CH 1-2 PO1, PO2)*	Child says, "I'm excited because my dad is coming home tonight."
d. Asserts own needs and desires purposefully and safely. *(R CH 5-2 PO1; R CH 5-3;R CH 5-4 PO1)*	Child says, "It's my turn next."
Phase 3	
e. Identifies and describes the feelings of others. *(R CH 1-2 PO1, PO2)*	Child says, "Johnny's crying because somebody took his toy."
f. Exhibits self control when angry or upset. *(F CH 5-2 PO1; R CH 5-3; R CH 5-4 PO1)*	Child goes to a quiet area to be alone and to calm down.
g. Expresses empathy for others. *(R CH 1-2 PO1, PO2)*	Child expresses concern and uses words or actions to comfort child he made cry.

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Benchmark 1.3. The child expresses awareness of and confidence in self in terms of own characteristics, preferences, abilities, and heritage.

Developmental Continuum	Examples That You May Observe
Phase 1	
a. Expresses awareness of self as separate from others. *(R PA 6-1 PO1;R PA 6-2 PO1,PO2)*	Child says, "My name is (child's name)."
b. Demonstrates confidence in own characteristics, preferences, and growing abilities. *(R PA 6-1 PO1;R PA 6-2 PO1,PO2)*	Child shows pleasure in finishing a picture by taking it to the teacher and saying, "Look, I drew my family." Child looks in the mirror and says, "I have long, black hair!"
Phase 2	
c. Identifies similarities and differences between self and others. *(R PA 6-1 PO1; R PA 6-2 PO1, PO2)*	Child touches another child's hair and his own hair in comparison. Child says, "We both have short hair."
d. Recognizes similarities and differences between own family culture and the family culture of others. *(R PA 6-1 PO1; R PA 6-2 PO1,PO2; R CH 1-4 PO2; R CH 4-1 PO1, PO2; R SS 1-1)*	Child compares his own family to one he sees in a book.
Phase 3	
e. Demonstrates respect for differences in classmates by interacting with them in a variety of ways. *(R PA 6-1 PO1; R PA 6-2 PO1,PO2)*	Child plays with a child who speaks another language. Child includes a child with disabilities in activities.
f. Willingly participates in activities celebrating cultural diversity. *(R PA 6-1 PO1; R PA 6-2 PO1,PO2; R CH 4-1 PO1, PO2; R SS 1-1 PO1, PO2)*	Child participates in or watches dances or songs from diverse cultural groups.

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Context Statement for Social and Emotional Development Standard Two

Children are active learners. They have natural curiosity and are eager to learn. Learning activities that encourage choice, open-ended exploration, independence, and creative thinking contribute to the development of lifelong learners.

STANDARD 2.
Children demonstrate positive approaches to learning.

Benchmark 2.1. The child demonstrates curiosity in new experiences.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Selects an activity when choices are provided. *(R SS 4-1 PO2)*	Child points to toy he wants to use.
b. Shows interest in materials in the classroom environment.	Child notices new bulletin board.
Phase 2 c. Participates and maintains interest in an activity.	Child selects and completes puzzle. Child looks at books for increasingly longer periods of time.
Phase 3 d. Recognizes and inquires about new experiences and changes in the classroom.	Child asks, "Why did you move the toys?" Child asks, "Where is he?" when another child is absent.

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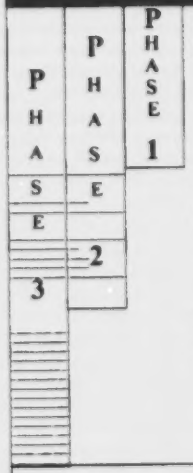
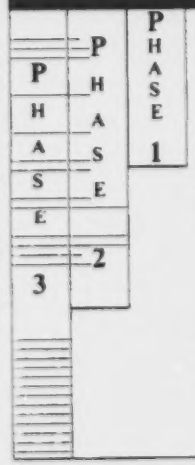
Benchmark 2.2. The child demonstrates self-direction and independence.

Developmental Continuum	Examples That You May Observe
 Phase 1 a. Sets goals with adult help. *(R CH 6-1 PO1; R CH 6-2 PO1, PO2)* Phase 2 b. Plans steps to achieve goals. *(R CH 6-1 PO1; R CH 6-2 PO1, PO2)* Phase 3 c. Completes goals. *(R CH 6-1 PO1; R CH 6-2 PO1, PO2)*	When asked, "What do you want to do today?" child says, "Make a card." Child independently gathers all of her materials to make a card. Child finishes making a card and gives it to a friend.

Benchmark 2.3. The child uses a variety of techniques to resolve conflicts.

Developmental Continuum	Examples That You May Observe
 Phase 1 a. Seeks adult assistance to resolve a conflict. *(R CH 5-4 PO1; R CH 5-7 PO1; R CH 5-8 PO1; R CH 5-9 PO1)* Phase 2 b. Offers suggestions during conflict resolution. *(R CH 5-4 PO1)* Phase 3 c. Engages another child in conflict resolution without adult assistance. *(R CH 5-4 PO1; R CH 5-9)*	Child says, "Teacher, he took my toy." Child offers a suggestion when the teacher says, "We have three bikes and five children. What should we do?" Child negotiates with peer to share a toy.

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Context Statement for Social and Emotional Development Standard Three

Children have a right to be valued as capable beings with the potential to act with thoughtfulness and care. As children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to autonomously manage their behavior and develop personal strategies for self-motivation and persistence. Appropriate social interactions help children become aware of their abilities and rights to participate in and contribute to their learning experiences.

STANDARD 3.

Children demonstrate self-control and show responsibility for themselves and others.

Benchmark 3.1. The child respects the rights and property of self and others.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Identifies ownership of items belonging to self and others. *(R CH 5-4 PO1)*	The child knows which backpack is his and which backpacks belong to others.
b. Uses things belonging to others without keeping them. *(R CH 5-4 PO1)*	Child uses a friend's toy and returns it when prompted.
Phase 2 c. Asks permission before using items that belong to others. *(R CH 5-4 PO1)*	Child sees something in another child's cubby and asks to use it.
Phase 3 d. Defends own rights and the rights of others. *(R CH 5-4 PO1)*	Child says, "Elizabeth, Joe had the bike first!"

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Benchmark 3.2. The child cares for the learning environment and materials.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Appropriately uses materials with assistance. *(R PA 5-1 PO3)*	Child plays with a new toy after seeing the teacher model how to use it.
b. Participates in clean-up routines with adult assistance. *(R PA 5-1 PO3)*	Child assists adult in putting puzzles and other manipulatives on shelf.
Phase 2 c. Cares for the learning environment and materials with prompting. *(R PA 5-1 PO3)*	Child turns the pages of books carefully after adult models proper book-handling.
d. Participates in clean-up routines with prompting. *(R PA 5-1 PO3)*	Child puts play dough away after adult asks, "Where does the play dough go?"
Phase 3 e. Independently cares for the learning environmen and materials. *(R PA 5-1 PO3)*	Child walks around a block structure to avoid knocking it over. Child returns a completed puzzle to the puzzle rack before taking out another one.
f Voluntarily assists others in cleaning up and putting away materials. *(R PA 5-1 PO3)*	Child says, "Jamal, I'll help you put the toys away."

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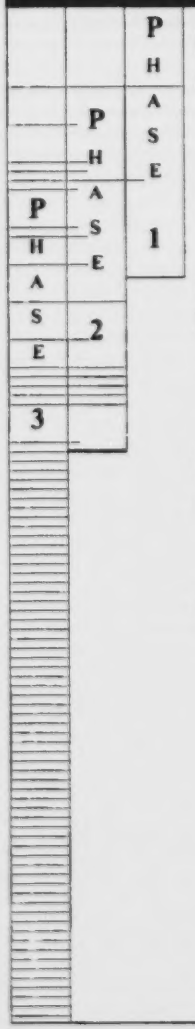
Benchmark 3.3. The child follows rules and routines in various environments (e.g., classroom, group activities, outdoors, and field trips).

Developmental Continuum	Examples That You May Observe
	
Phase 1 a. Follows classroom rules and routines with prompting. *(R PA 5-1 PO3)*	Child uses a napkin at the teacher's request. Child cleans up when prompted by transition music.
Phase 2 b. Follows classroom rules and routines without prompting. *(R PA 5-1 PO1)*	Child throws away trash, puts dishes into the tub, and goes to the bathroom to wash his hands when finished with lunch.
Phase 3 c. Accepts the consequences of actions, positive or negative. *(R PA 5-1 PO1; R SS 2-1 PO1)*	Child accepts redirection after throwing sand.
d. Understands reasons for classroom rules. *(R PA 5-1 PO1; R SS 2-1 PO1)*	Child says, "If we run, we can get hurt."

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Context Statement for Social and Emotional Development Standard Four

Children's cultural values, customs, and traditions from home are nurtured and preserved to enable children to feel positive about themselves and to enable them to interact successfully with others.

STANDARD 4.
Children form healthy social relationships.

Benchmark 4.1. The child interacts cooperatively with others.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Responds when adults or children initiate interactions. *(R PA 5-1 PO2; R PA 5-2 PO1, PO2)*	Child joins play when invited by adults or peers. Child acknowledges and returns welcome and farewell greetings.
Phase 2 b. Initiates and sustains positive interactions with adults and peers. *(R PA 5-1 PO2; R PA 5-2 PO1, PO2)*	Child asks another child if she wants to build a block structure. Child engages in an extended conversation about his birthday party with his teacher or peers.
Phase 3 c. Plays cooperatively with a small group of children and demonstrates responsive and reciprocal skills throughout the interactions. *(R PA 5-1 PO2; R PA 5-2 PO1, PO2)*	Child plans out roles before entering dramatic play.
d. Politely makes requests using words such as "please", "thank you", "you're welcome", "excuse me." *(R CH 5-4 PO1)*	Child says, "More juice, please."

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Benchmark 4.2. The child demonstrates an awareness of and participates in the classroom community.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Identifies specific areas and members of the classroom community. *(R PA 6-2 PO1, PO2)*	Child befriends a new student by showing her around the classroom.
Phase 2 b. Demonstrates a sense of belonging in the classroom. *(R PA 6-2 PO1, PO2)*	Child says, "Mom, this is where I sit."
Phase 3 c. Contributes to and cares for the classroom (members and environment). *(R PA 5-1 PO1, PO3)*	Child participates in a classroom discussion about rules. Child brings in recyclable items to share with others. Child helps a new student with classroom routines

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Benchmark 4.3. The child demonstrates an awareness of and contributes to the school community.

Developmental Continuum	Examples That You May Observe
Phase 1	
a. Shows interest in areas outside the classroom environment. *(R SS 3-1 PO2)*	Child points to another classroom and asks, "What are they doing?"
b. Identifies people and common features in the school community. *(R SS 2-1; R SS 3-1 PO2)*	Child says, "Look, this is my playground. Look, this is where I eat."
	Child recognizes other adults in the school building.
Phase 2	
c. Demonstrates a sense of belonging in the school community. *(R PA 6-1 PO1; R PA 6-2 PO1, PO2)*	Child says, "We sing songs in my school."
	Child tells somebody else about his school.
Phase 3	
d. Contributes to and cares for the school community (members and environment). *(R PA 5-1 PO1, PO3)*	Child helps to plant a school garden.
	Child helps to clean up the outdoor environment.

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Benchmark 4.4. The child demonstrates an awareness of the neighborhood community.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Identifies community workers and common features of the neighborhood community and local landscape such as streets, houses, plants, and mountains. *(R CH 2-1 PO1, PO2; R CH 2-2 PO1, PO2; R SS 3-1 PO2; R SS 4-1 PO1)*	Child says, "I live on this street." Child says, "That's a fireman."
Phase 2 b. Describes the roles and responsibilities of various people in the community. *(R SS 2-1; R SS 4-1 PO1)*	Child says, "Police keep us safe. The dentist looks at my teeth." Child pretends to be the cashier at the grocery store.
Phase 3 c. Demonstrates an awareness of community responsibility and how people rely on each other. *(R SS 2-1)*	Child goes with an adult to return library books. Child tells another person not to litter.

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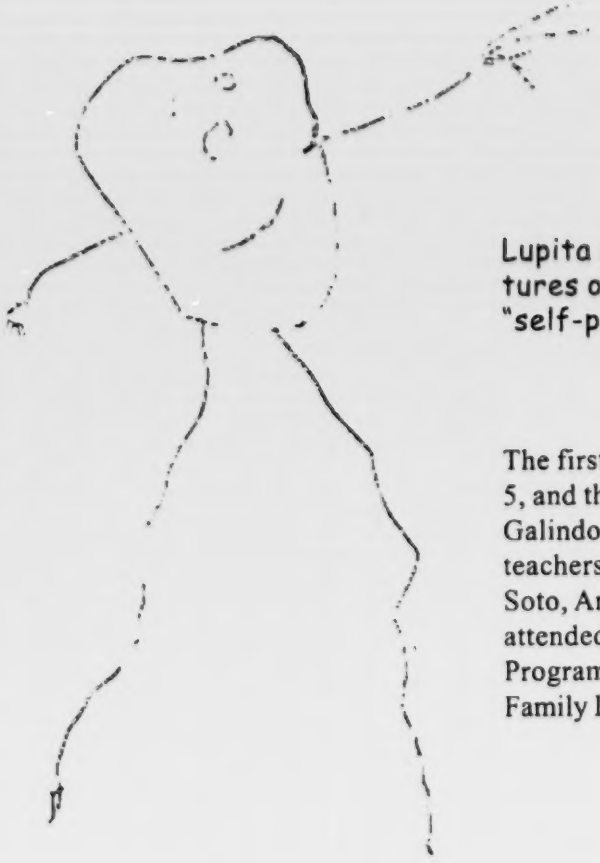
Physical Development



Lupita and Yereidith were asked to draw pictures of themselves. These drawings are their "self-portraits."

The first drawing was created by Lupita Maldonado, age 5, and the second drawing was created by Yereidith Galindo, age 4. Lupita's and Yereidith's classroom teachers and teacher aides were Norah Galindo, Sallie Soto, Ana Paco, and Patricia Salazar. The children attended the Hasta-Arriba (To the Top) Family Literacy Program in Nogales. This program is funded by Arizona Family Literacy.

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Physical Development, Health, and Safety

Rationale Statement:
During the preschool years, childrens physical growth and maturation are important aspects of their overall development. All children represent their thoughts and feelings through movement. They use their bodies to investigate people, places, objects, and events. They move just for the pleasure of it. As children explore, combine, and refine these physical movements, they develop the higher-order thinking skills necessary for future social and academic success.

Gross motor skills involve the large muscles of the body. Most young children enjoy activities such as running, skipping, throwing, catching, jumping, climbing, pulling, carrying, and balancing.

Fine motor skills involve the use of small muscles such as those in the wrist and hand. Appropriate activities for developing fine motor skills include building block towers, molding clay or play dough, using scissors or tongs, stringing beads, placing pegs in holes, drawing with crayons or markers, and painting.

Correlation to K-12
Physical Development, Health, and Safety

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

Samples:

Citation of Original Version of K-12 Standards

R LA 2-1 PO3 = R (Readiness Level) LA (Language Arts Standards) 2-1 (Strand-Concept) PO3
F PA 1-1 PO 2 = F (Foundations Level) PA (Physical Activity) 1-1 (Strand-Concept) PO2

Key to AZ K-12 Standards Correlated to Science ECE Standards:

CH (Comprehensive Health)
LA (Language Arts)
PA (Physical Activity)
VA (Visual Arts)

Context Statement for Physical Development, Health, and Safety Standard One

Preschool children are active learners and use their bodies to make connections between past experience and new ideas. Their motor skills progress from gross to fine. Reading a book, writing, mathematical thinking, scientific exploration, and interacting with others all require precise physical movements that are developed by personal experience and continued exposure to people and materials in the environment. All children need numerous opportunities to explore how their bodies move, alone and in relation to others, and to explore how their bodies can manipulate materials in their environment

STANDARD 1.

Children develop respect, curiosity, and understanding about how their bodies function in their environment and demonstrate confidence using motor skills.

Benchmark 1.1. The child shows competence with a variety of gross motor movements.

Developmental Continuum				Examples That You May Observe
			Phase 1 a. Demonstrates purpose and direction while using the following gross motor movements:	
PHASE 3	PHASE 2	PHASE 1	• Climbs up and down stairs. *(R PA 1-1 PO2)*	Child climbs the steps to get on low climbing equipment.
			• Runs with an even pace. *(R PA 1-1 PO2)*	Child runs to get a ball.
			• Hops on two feet. *(R PA 1-1 PO2)*	Child hops to music.
			• Moves tricycle with feet on the ground. *(R PA 1-1 PO2)*	Child uses feet to move a riding toy.

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Developmental Continuum			Examples That You May Observe
PHASE 2	PHASE 2	Phase 2 b. Shows balance while using the following gross motor movements:	
		• Runs and stops with control. *(R PA 1-2 PO1)*	Child plays running and chasing games.
		• Climbs up and down using alternating feet. *(R PA 1-1 PO2)*	Child climbs up and down stairs/ladders/ropes.
		• Walks on a line without falling off. *(R PA 1-2 PO1)*	Child walks along a crack in the sidewalk.
		• Hops on one foot. *(R PA 1-1 PO2)*	Child participates in hop scotch.
		• Pedals tricycle with feet. *(R PA 1-1 PO2)*	
		• Gallops. *(R PA 1-1 PO2)*	
PHASE 3		Phase 3 c. Combines the following gross motor movements to complete activities:	
		• Runs and turns with agility. *(R PA 1-5 PO1)*	Child runs to avoid being tagged during tag game.
		• Moves through space without touching or bumping into other individuals and things. *(R PA 1-5 PO1)*	Child participates in music/movement activities without touching or bumping into others.
		• Walks backward without falling. *(R PA 1-2 PO1)*	Child walks backward on a wide beam.
		• Rides a tricycle, steering it with control. *(R PA 1-1 PO2)*	Child rides a bike along a path, avoiding obstacles.
		• Jumps over objects. *(R PA 1-1 PO2)*	Child jumps over a rope.
		• Skips. *(R PA 1-1 PO2)*	

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Benchmark 1.2. The child shows competence in gross motor stability.

Developmental Continuum				Examples That You May Observe
		PHASE 1	Phase 1 a. Demonstrates ability to balance while using rocking toys, turning around, and carrying objects. *(R PA 1-1 PO3)*	Child sits upright while riding a rocking horse.
			b. Shows stability in use when using of the following gross motor skills: • Sits in a variety of positions with good balance. *(R PA 1-1 PO3)*	
	PHASE 2		• Bends to pick up and move objects. *(R PA 1-1 PO3)*	Child bends to pick up the ball.
PHASE 3			• Balances on one foot. *(R PA 1-1 PO3)*	
			• Tosses objects. *(R PA 1-1 PO1)*	Child throws a bean bag.
			Phase 2 c. Uses the following gross motor skills to manipulate objects during play:	
			• Pushes a swing or other moving object. *(R PA 1-1 PO3)*	Child pushes a friend on a swing.
			• Bounces a large ball. *(R PA 1-1 PO3)*	
			• Kicks a stationary ball. *(R PA 1-1 PO3)*	Child kicks a ball to a friend.
			• Catches objects against body. *(R PA 1-1 PO3)*	Child catches a soft toy when thrown to him.

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Developmental Continuum		Examples That You May Observe
PHASE 3	Phase 3 d. Demonstrates a combination of the following gross motor stability movements during play:	
	• Throws overhand. *(R PA 1-1 PO1)*	Child throws beanbags at a target.
	• Swings a bat. *(R PA 1-1 PO1)*	
	• Catches objects with hands. *(R PA 1-1 PO1)*	Child catches a small ball with hands.
	• Kicks a moving object. *(R PA 1-1 PO1)*	Child kicks a rolling ball.
	• Uses arms and legs in a coordinated manner to pump a swing. *(R PA 1-1 PO3)*	Using her arms and legs, child pumps a swing.

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Benchmark 1.3. The child shows competence in fine motor manipulation.

Developmental Continuum				Examples That You May Observe
	PHASE 1		Phase 1 a. Manipulates objects with hands. *(R PA 1-1 PO1)*	Child puts pop-it beads together and then pulls them apart.
			b. Uses eye-hand coordination to perform simple manipulations. *(R PA 1-1 PO1)*	Child lines up wooden blocks to make a road.
			c. Explores a variety of writing, drawing, and art tools. *(R VA 1-1)*	Child paints at the easel using big and small brushes to create dots, lines, and circular strokes.
PHASE 3	PHASE 2		Phase 2 d. Manipulates smaller objects with increasing control. *(R PA 1-1 PO1)*	Child pulls caps off markers and firmly puts them back on. Child uses play dough to roll out a long snake and then makes it into a coil.
			e. Uses eye-hand coordination to perform simple manipulations with increasing control. *(R PA 1-1 PO1)*	Child turns pages in a book. Child threads beads.
			f. Uses writing, drawing, and art tools to make basics strokes or figures. *(R VA 1-1; R LA 2-3 PO1)*	Child uses chalk on the blackboard, pretending to write letters or numbers.
			Phase 3 g. Uses strength and control to perform fine motor tasks. *(R PA 1-1 PO1)*	Child twists the cap off of a jar of paste. Child participates in finger plays, using fluid pointing movements.
			h. Coordinates eye-hand movements in a purposeful way, planning and attending to detail. *(R PA 1-1 PO1)*	Child uses scissors to cut roughly in a line or around a picture. Child uses a rubber mallet to pound nails into soft wood.
			i. Copies and draws simple shapes, letters, and words including own name. *(R LA 2-3 PO1)*	Child holds pencil in pincer grasp to form recognizable letters in her own name.

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Context Statement for Physical Development, Health, and Safety Standard Two

Children's health and safety is of primary importance to families, teachers, and community members. When a safe and healthy environment is provided, young children learn to take responsibility for their own well-being by participating in personal health and safety routines. Children are encouraged to participate in preparing foods, cleaning, gardening, and caring for the environment. Time is given for children to practice their self-help and self-care skills when eating, drinking, toileting, washing-up, and dressing

STANDARD 2.
Children engage in personal health and safety practices to enhance their well-being.

Benchmark 2.1. The child demonstrates self-help skills.

Developmental Continuum				Examples That You May Observe
PHASE 3	PHASE 2	PHASE 1	Phase 1 a. Requests assistance in performing self-help skills. *(R CH 1-1 PO1, PO2)* b. Demonstrates use of the following beginning self-help skills. *(R CH 1-1 PO1, PO2)*	Child asks an adult for help putting on a jacket.
			• Feeds self.	Child uses spoon or fork to feed himself.
			• Follows toileting routines with reminders and assistance with clothing.	Child goes to bathroom after teacher reminds her.
			• Removes own clothing without assistance.	Child takes off his jacket when coming in from recess.
			• Locates own belongings.	Child finds her own cubbie.

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Developmental Continuum			Examples That You May Observe
PHASE 2		Phase 2 c. Demonstrates increasing responsibility for the following self-help skills: *(R1CH-R1, PO1, PO2)*	
		• Dresses self with assistance.	Child puts on dresses, jackets, shoes, etc., in the dramatic play area.
		• Cares for own belongings with reminders. *(R1CH-R1, PO1, PO2)*	Child, at teacher's prompt, places drawing into his cubby.
		• Follows toileting routines, receiving some adult assistance with clothing.	Child opens bathroom door and undresses independently, but requires adult assistance after toileting.
PHASE 3		Phase 3 d. Demonstrates independence with the following in self-help skills. *(R CH 1-1, PO1, PO2)*	
		• Dresses self independently.	Child buttons and zips clothing while dressing.
		• Cares for own belongings independently.	Child places materials in her cubby and hangs her jacket on a hook without prompting by the teacher.
		• Manipulates utensils to prepare and serve food.	Child spreads peanut butter on crackers.
		• Follows toileting routines independently.	Child goes to the bathroom unassisted.

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Benchmark 2.2. The child demonstrates knowledge of personal health practices.

Developmental Continuum				Examples That You May Observe
		PHASE 1	Phase 1 a. Demonstrates the following personal hygiene practices: *(R1CH 1-1 PO1; R CH 3-1 PO1, PO2)* • With assistance, washes hands before meals and after toileting. • With assistance, brushes own teeth after meals. • With assistance, wipes nose with tissue when necessary. • With assistance, when coughing or sneezing, covers mouth with elbow or tissue.	
PHASE 3	PHASE 2		Phase 2 b. Demonstrates the following personal hygienic practices: *(R1CH 1-1 PO1; R CH 3-1 PO1, PO2)* • With prompting, washes hands before meals and after toileting. • With prompting, brushes own teeth after meals. • With prompting, wipes nose with tissue when necessary. • With assistance, when coughing or sneezing, covers mouth with elbow or tissue.	

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Developmental Continuum		Examples That You May Observe
PHASE 3	Phase 3 c. Demonstrates the following personal hygiene practices: *(R1CH 1-1 PO1; R CH 3-1 PO1, PO2)* • Independently washes hands before meals and after toileting. • Independently brushes own teeth after meals. • Independently wipes nose with tissue when necessary. • When coughing or sneezing, independently covers mouth with elbow or tissue.	

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Benchmark 2.3. The child demonstrates knowledge of safe living practices.

Developmental Continuum	Examples That You May Observe
PHASE 3 / PHASE 2 / PHASE 1 Phase 1 a. Imitates and participates in the following routines and practices to remain safe and avoid injury. *(R CH 3-2 PO1. PO2)*	
• Learns to treat fire with caution and responds appropriately during a fire drill.	Child lines up during fire drill.
• Knows how to cross a street safely and travel safely in motor vehicles.	Child puts on his seatbelt while riding in motor vehicle.
• Knows about safe behavior around bodies of water (e.g., pools, lakes).	Child knows not to go near water without an adult.
• Follows playground safety rules.	Child does not walk or run behind swings in use.
• Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.	Child tells an adult when confronted by a stranger.
Phase 2 b. Identifies behaviors that are safe and harmful: *(R CH 3-2 PO1. PO2)*	
• Recognizes the danger of fire.	Child says, "Fire will burn you."
• Recognizes the symbol for poison and the danger of poisonous substances.	Child sees symbol for poison and says, "That's bad."
• Knows never to eat substances that are not food and knows never to take medicine unless administered by an adult.	Child says, "Don't eat the sand."

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Developmental Continuum			Examples That You May Observe
PHASE 2		Phase 2 cont. • Knows not to talk to, accept rides from, or take treats from strangers.	Child says, "Don't talk to strangers."
PHASE 3		Phase 3 c. Knows how to seek help in an emergency. *(R CH 2-1 PO1, PO2; R CH 2-2 PO1, PO2; R CH 3-2 PO1, PO2; R CH 7-1 PO1)*	Child looks for adult guidance before responding in potentially dangerous situations. While playing, child says, "John is hurt. Call 911."

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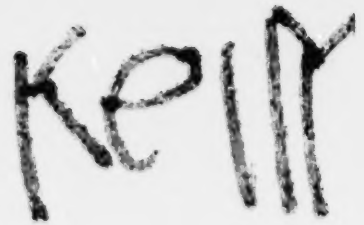
Language & Literacy



This alphabet was created by Kelly Guerra, age 4. Kelly was a student at the Ocotillo Head Start Program in Phoenix.

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Language and Literacy

Rationale Statement:
Early in life, children begin to acquire basic understandings of the concepts of literacy and its functions through daily exposure to oral and written language. The abilities to listen, speak, read, and write emerge interdependently.

Children learn to use symbols, combining their oral language, pictures, print, and play into a coherent mixed medium as they create and communicate meaning in a variety of ways.

Classrooms rich with print, language, literacy play, storybook reading, and writing allow children to experience the joy and power associated with reading and writing while mastering basic concepts about print.

Although this document separates the emerging literacy skills of young children into categories, it is not intended to suggest that childrens skills develop categorically nor that isolated skill instruction is an appropriate way to support learning in the preschool years.

Correlation to K-12 Language and Literacy

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

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Samples:

Citation of New Grade Specific K-12 Draft Standards:

K R&L 1-1 PO4 = K (Grade)
1-1 (Strand-Concept) PO4
M (Mathematics)

R&L (Reading & Literature Standards)
1 M 3-2 PO1 = 1 (Grade)
3-2 (Strand-Concept) PO1

Citation of Original Version of K-12 Standards

R LA 2-1 PO3 = R (Readiness Level)
2-1 (Strand-Concept) PO3
SS (Social Studies) 1-1 (Strand-Concept) PO2

LA (Language Arts Standards)
F SS 1-1 PO 2 = F (Foundations Level)

Key to AZ K-12 Standards Correlated to Language and Literacy ECE Standards:

CH (Comprehensive Health)
M (Mathematics)
SS (Social Studies)

LA (Language Arts)
R&L (Reading & Literature)
VA (Visual Arts)

Context Statement for Language and Literacy Standard One: Listening and Speaking

Children become comfortable exploring language by listening to stories, poems, chants, and songs and by engaging in conversations with others. As children are encouraged to share their personal experiences, ideas, feelings, and opinions, they develop confidence to use increasingly complex language. Preschool experiences support children's home language while encouraging their transition to English.

STANDARD 1. LISTENING AND SPEAKING

Children use listening and verbal communication for a variety of purposes.

Benchmark 1.1. The child develops the ability to listen attentively and to respond appropriately.

Developmental Continuum	Examples That You May Observe
PHASE 1	
Phase 1 a. Listens with interest during daily activities and shows understanding through gestures, actions, or language. *(R LA 3-4; R LA 3-5)*	Child listens to adult reading the lunch menu and says, "I like when we get pizza." Child points to science center when teacher asks, "Where would you like to play?"
PHASE 2	
Phase 2 b. Follows simple directions. • Follows one-step directions. *(K R&L 3-2 PO1)* • Follows two-step directions. *(K R&L 3-2 PO1)*	Child places toy truck on shelf when adult says, "Please put the truck on the shelf." Child wipes his nose and puts the tissue in the trash when an adult says, "Please wipe your nose and put the tissue in the trash."
PHASE 3	
Phase 3 c. Follows directions that include more than two steps. *(K R&L 3-2 PO1)*	Child wipes nose, puts tissue in the trash, washes hands, and sits on rug when an adult says, "Please wipe your nose, wash your hands, and go sit on the rug."
d. Listens to another's statement before acting or responding. *(R LA 3-5; R CH 5-5 PO1,PO2)*	Child waits for another child to finish telling about something before telling his own story.
e. Asks relevant questions to further understanding. *(R LA 3-3)*	Child asks, "Why are we going there?"

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Benchmark 1.2. The child participates in extended conversations with peers and adults.

Developmental Continuum	Examples That You May Observe
PHASE 1	
Phase 1 a. Responds to comments and questions from others. *(R LA 3-5)*	Child says, "I'm going to work on the computer" when asked where he has chosen to go during a free choice time.
PHASE 2	
Phase 2 b. Responds to comments and questions in a series of connected exchanges.	
• Shares and talks about own experiences products, or writing. *(R LA 3-3)*	Child tells another child that her dog had puppies, too. Child tells another child about an experience that happened on the way to school that day.
• Takes turns talking and listening in groups. *(R LA 3-5)*	In a group discussion about breakfast, child tells what she ate for breakfast.
PHASE 3	
Phase 3 c. Extends and initiates conversations.	
• Follows the content of conversations and makes relevant responses. *(R LA 3-5)*	Child and teacher talk about favorite movies.
• Engages in conversations to negotiate sharing, planning, and problem solving. *(R LA 3-5)*	Child verbally negotiates the use of a tricycle with another child. Child directs play in the dramatic play area, e.g., "I'm the mother and you're the baby."

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Benchmark 1.3. The child uses verbal and nonverbal communication to share personal experiences, ideas, feelings, and opinions.

Developmental Continuum	Examples That You May Observe
Phase 1	
a. Communicates needs, feelings, and opinions. *(R LA 3-3; R CH 1-2 PO1, PO2)*	Child lets someone know she wants to go to the bathroom.
	Child expresses sadness when another child is hurt.
Phase 2	
b. Verbally presents personal ideas and experiences using simple sentences. *(R LA 3-3)*	Child tells another child, "You are my friend."
c. Tells a simple story, including details about people, place, and events. *(K R&L 2-1 PO3)*	Child tells detailed story about a family trip.
d. Uses temporal words (before, after, etc.). *(R SS 1-1, R SS 1-2)*	Child says, "After lunch, can I play with the blocks?"
e. Uses expanding vocabulary in relevant contexts. *(K R&L 1-4 PO3)*	
• Recites short poems, rhymes, and songs. *(K R&L 1-2 PO1, PO2; 1 R&L 2-1 PO5)*	Child independently sings the *Itsy Bitsy Spider*.
• Describes objects and their attributes. *(K R&L 1-4 PO2,PO3)*	Child says, "This rock feels hard."
• Uses prepositions to describe positions and locations (in, out, under, off, beside, behind, etc.). *(K M 4-1 PO2; R SS 3-1 PO1)*	Child says, "I put the bowl on the table."
• Uses comparative words (faster-slower, heavier-lighter, etc.). *(1 R&L 1-3 PO2; 1 R&L 1-4 PO1; K M 4-1 PO2)*	Child says, "My car went faster than Joey's car."
Phase 3	
f. Uses sentences of increasing length and grammatical complexity to present ideas, feelings, and experiences. *(F LA 3-1)*	Child says, "You build the bridge so I can push my car under it."

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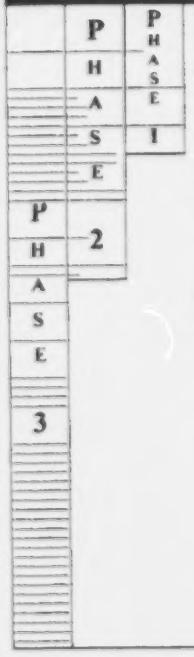
Context Statement for Language and Literacy Standard Two: Reading

Children learn about print concepts by living in an environment rich in signs, symbols, words, numbers, and art that reflect the children's different cultures and extend their understandings. They acquire knowledge of the alphabet when provided with experiences that present letters in ways that are meaningful to their lives. Children learn to discriminate sounds by playing with language through planned opportunities and by their own discovery. Providing children with opportunities to actively engage in literacy activities that build on prior knowledge and experiences promotes their reading comprehension. By observing others using print for creative and meaningful activities, being read to daily, and having opportunities to explore books, children realize that words and books can amuse, delight, comfort, illuminate, inform, and excite.

STANDARD 2. READING

Children develop the foundation for reading through meaningful exploration and active engagement with a variety of text (e.g., books, signs, environmental print, and logos).

Benchmark 2.1. The child demonstrates an interest in a diverse selection of literature and other reading material.

Developmental Continuum	Examples That You May Observe
 Phase 1 a. Indicates preference for particular books and asks others to read to him or her. *(K R&L 1-6 PO2; K R&L 2-1 PO1)*	Child chooses a book and asks someone to read it. Child asks to take books home.
Phase 2 b. Listens with interest to and participates in stories being read. *(K R&L 2-1 PO1)*	Child joins in reciting refrains from books and song charts.
Phase 3 c. Chooses to read by himself or herself and sees self as reader.	
• Regularly seeks books out and "reads" independently. *(K R&L 1-6 PO2; K R&L 2-1 PO1; 1 R&L 1-5 PO2)*	Child selects a book during free choice time and invites others to "read" it with him.
• Tells a story from picture books. *(K R&L 1-6 PO2; K R&L 2-1 PO3)*	Child retells *Brown Bear, Brown Bear* by looking at the pictures in the book.
• Seeks information in books. *(K R&L 3-1 PO1, PO2, PO3)*	After a nature walk, child looks in the non-fiction rock book for a picture that matches the rocks she collected.

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Benchmark 2.2. The child demonstrates book-handling awareness.

Developmental Continuum	Examples That You May Observe
PHASE 1 Phase I a. Holds books right side up. *(K R&L 1-1 PO2)*	Child selects book in the science area as she looks at pictures right side up.
PHASE 2 Phase 2 b. Demonstrates awareness that books have titles. *(K R&L 1-1 PO4)*	Child makes a book and says, "My book is called *My Mom*."
PHASE 3 c. Turns pages in the correct direction one page at a time. *(K R&L 1-1 PO2)*	Child turns pages from left to right while reading a book.
Phase 3 d. "Reads" text from left to right and from top to bottom. *(K R&L 1-1 PO3)*	Child runs finger from left to right over text on song chart while leading the group activity.

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Benchmark 2.3 The child explores the concepts of print and develops the knowledge that print conveys a message.

Developmental Continuum	Examples That You May Observe
PHASE 1 Phase 1 a. Distinguishes between print and pictures. *(K R&L 1-1 PO5)*	Child points to text in a familiar book which an adult has read to her and "reads" it aloud. (Child imitates reading behavior.)
PHASE 2 Phase 2 b. Demonstrates awareness that print carries a message. *(K R&L 1-1 PO1)*	Child scribbles a note to another child. When teacher hands parent a note, child asks, "What does that say?"
PHASE 3 Phase 3 c. Recognizes that letters are grouped to form words. *(K R&L 1-1 PO5, PO7; K R&L 1-2 PO8)*	Child hands a name card to another child and says, "Here's your name." Child points to a sign in the block area and says, "That says 'blocks.'"
d. Knows each spoken word can be written and read. *(K R&L 1-1 PO6, PO8)*	Child completes a painting and asks an adult to write "to Mom" on it.

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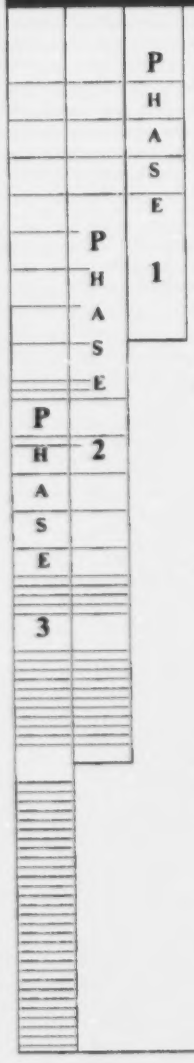
Benchmark 2.4 The child uses emerging reading skills to explore the use of print and to construct meaning.

Developmental Continuum	Examples That You May Observe
 Phase 1 a. Recognizes symbols and print in their environment. *(K R&L3-2 PO2)*	Child recognizes familiar symbols such as Circle K and the golden arches of McDonalds. Child "reads" labels such as Cheerios and M & M's. Child recognizes informational signs such as STOP and EXIT.
Phase 2 b. Recognizes own written name. *(1 R&L 1-3 PO5)*	Child finds own name card in a basket filled with name cards. Child independently gets own name from pocket chart and shows it to a family member.
c. Recognizes written names of friends and family. *(1 R&L 1-3 PO5)*	Child calls out children's names when teacher holds up signs of names of children in the class. Child sorts other children's artwork into appropriate cubbies labeled with their names.
Phase 3 d. Recognizes highly familiar words. *(1 R&L 1-3 PO5)*	Child points to song chart and says, "That says, 'Good Morning.'" Child puts name in slot labeled "lunch helper" when choosing a job.

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Benchmark 2.5. The child demonstrates knowledge of the alphabet.

Developmental Continuum	Examples That You May Observe
PHASE 3 / PHASE 2 / PHASE 1 Phase 1 a. Recognizes similarities and differences in various shapes (circles, triangles, horizontal and vertical lines, points, zig-zag, and wavy lines). *(K R&L 1-3 PO1)*	Child matches shapes and letters in puzzles and games.
b. Recognizes similarities and differences in letters. *(K R&L 1-3 PO1)*	When Raul sees the letters R and P, he points to the R and says, "That's my name."
Phase 2 c. Recognizes a few letters. *(K R&L 1-3 PO1)*	Child identifies some of the letters in his name.
Phase 3 d. Recognizes and names many letters. *(K R&L 1-2 PO4, PO5, PO6, PO8; K R&L 1-3 PO1, PO3)*	Child names letters while playing with alphabet stamps.

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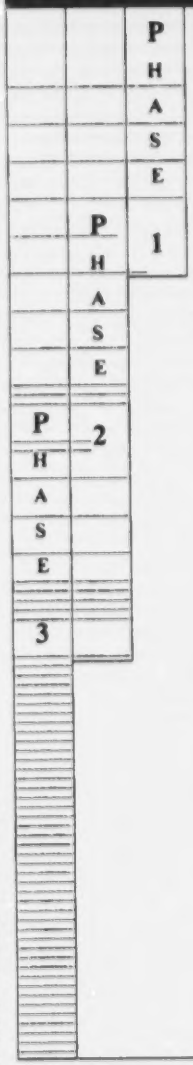
Benchmark 2.6. The child discriminates the sounds of language.

Developmental Continuum	Examples That You May Observe
 Phase 1 a. Actively participates in word games, finger plays, and songs that emphasize sounds and rhymes. *(K R&L 1-2 PO1, PO2; 1 R&L 2-1 PO5; K R&L 1-3 PO2)*	Child engages in songs, nursery rhymes, and stories such as: *Miss Mary Mack*, *Willaby Wallaby Woo*, and *Hey Diddle Diddle*.
Phase 2 b. Demonstrates a playful interest in repetitive sounds, rhythm, and alliteration.	
• Recognizes matching sounds and rhymes in familiar games, songs, stories, and poems. *(K R&L 1-2 PO1, PO2, PO4, PO5, PO6; K R&L 1-3 PO2, PO3)*	Child fills in missing words in a rhyming pattern book.
• Invents own rhymes and repetitive phrases. *(K R&L 1-2 PO1, PO2; K R&L L 1-3 PO2; R&L 2-1 PO5)*	Child, whose name is Wayne, spontaneously says, "Wayne, rain, bane, pane" while playing with play dough
Phase 3 c. Demonstrates a playful interest in sounds and words.	
• Shows awareness that different words begin with the same sound. *(K R&L 1-2 PO4, PO5, PO6, PO7, PO8; K R&L 1-3 PO2, PO3)*	Child named Maria says, "My name starts like Monique's name."
• Demonstrates some ability to hear separate syllables in words. *(1 R&L 1-2 PO2)*	Child claps syllables of a name during a name game or name song.

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Benchmark 2.7. The child actively engages in literacy activities to promote comprehension.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Relates stories to real-life experiences and feelings. *(K R&L 2-1 PO4; 1 R&L 1-6 PO2; 1 R&L 2-2 PO1)*	Child tells about an experience with own grandma after listening to *Grandma and Me*. After hearing *In a Dark, Dark Room*, child says, "That was a scary story."
b. Asks and answers a variety of questions about stories. *(K R&L 3-1 PO2, PO3; 2 R&L 1-6 PO3; 3 R&L 1-6 PO4)*	Child offers a response when asked, "Why did Goldilocks run away?"
Phase 2 c. Makes predictions from what is read, heard, or seen in illustrations. *(K R&L 1-6 PO1)*	Child guesses content of story by looking at the cover of the book. Child tells what he thinks will happen to Goldilocks when the three bears come home.
Phase 3 d. Retells a story in sequence using illustrations in a book or literary props. *(K R&L 2-1 PO3)*	During a free choice time, child plays with the *Three Billy Goats Gruff* flannel board props and retells the story in her own words.
e. Relates details of stories. *(K R&L 2-1 PO2)*	Child names all of the characters in a book he is "reading" to another child in the dramatic play area.
f. Draws connections between story events. *(K R&L 2-1 PO2)*	After hearing the *Cat in the Hat* story, child says, "That mom would be really mad if she knew what the cat did in the house."

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Context Statement for Language and Literacy Standard Three: Writing

Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and activities that have meaning and purpose for them. By observing others reading and writing for their own enjoyment and information, children receive a powerful message about literacy's pleasures and rewards. Children develop as writers when they are in an environment that has writing materials readily accessible in all play areas.

STANDARD 3. WRITING

Children use symbolic representations to communicate for a variety of purposes and audiences.

Benchmark 3.1. The child creates messages by drawing, dictating, and emergent writing.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Uses drawings and imitative writings to convey meaning. *(R LA 2-1 PO1, PO2, PO3; R LA 4-3)*	Child draws a picture and says, "This is my dog."
b. Expresses delight at the simple joy of creating drawings and writings. *(R VA 1-1 PO1, PO2, PO3)*	While working in the art area, child writes a scribble note to another child and says, "Look! I wrote your name!"
Phase 2 c. Requests others to assist in recording child's own thoughts and ideas. *(R LA 2-1 PO1, PO2, PO3)*	Child asks adult to write "This is my dog" on a drawing. Child asks, "How do you make 'car'?"
Phase 3 d. Creates notes and messages for a purpose. *(R LA 2-1 PO1, PO2, PO3)*	Child makes marks on paper and says, "What does this say?" Child makes marks or letters on paper in block area and says, "This says 'don't knock down my blocks.'" Child "writes" a shopping list and invites another child to go shopping with her.

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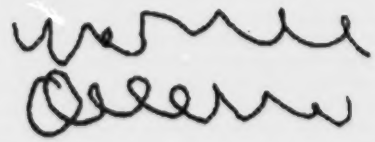
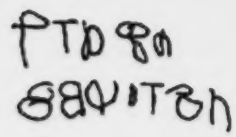
Benchmark 3.2. The child develops competence in the use of writing materials.

Developmental Continuum	Examples That You May Observe
PHASE 1 Phase 1 a. Explores a variety of writing materials. *(R VA 1-1)*	Child independently chooses to use pencils, pens, crayons, markers, paintbrushes, computer keyboards, and other writing implements provided in all play environments.
PHASE 2 Phase 2 b. Uses a variety of materials to produce scribble writing and letter-like forms. *(R LA 2-3)*	
PHASE 3 Phase 3 c. Writes some recognizable letters, especially those in own name. *(R LA 2-3)*	
d. Organizes writing from left to right. *(F LA 2-2)*	Child writes name from left to right on the sidewalk when playing with chalk on the outdoor patio.

ENGLISH LANGUAGE LEARNERS

The English Language Learners (E.L.L.) Standards are currently under construction.
They will be available December 31, 2003.

Mathematics

NANCY drew this picture as part of a Parent And Child Together (P.A.C.T.) homework activity from her Family Literacy program. The topic of the activity was "Learning Numbers, Shapes, and Colors."

This artwork was created by Nancy Ramirez, age 5.
Nancy was a student in Mary Gustin's class at J. B. Sutton Elementary School in Phoenix. This school is one of six Family Literacy sites operated through Literacy Volunteers of Maricopa County.

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MATHEMATICS

Rationale Statement:

Mathematics is all around us in our natural world. Math is a lens through which the child can see concrete and abstract realities. It is both an art and a science that is beautiful in its constancy, orderliness, and simplicity. Math provides a way of thinking and problem-solving that can be done by all children without inherent biases, such as gender or race. Children use their senses to construct their knowledge of mathematical concepts through interactions with real objects and events. A child's learning is facilitated by emergent and planned math experiences that are developmentally appropriate and made meaningful through PLAY!

Correlation to K-12 Mathematics

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Samples:

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1 M 3-2 PO1 = 1 (Grade) M (Mathematics Standards) 3-2 (Strand-Concept) PO1

Key to AZ K-12 Standards Correlated to Mathematics ECE Standards:

M (Mathematics)
R&L (Reading & Literature)

Context Statement for Math Standard One: Patterns/Relationships (Algebra)

Learning to use patterns to solve problems develops naturally through play. Mathematical exploration is promoted when children are in an environment in which math-related conversations with peers and adults are frequent and opportunities are provided to use manipulatives, puzzles, and repetitive sounds and movement.

STANDARD 1. PATTERNS/RELATIONSHIPS (ALGEBRA)

Children explore, model, and describe patterns and relationships in daily problem solving and play situations.

Benchmark 1.1. The child understands patterns and relationships.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Sorts, classifies, and orders objects by one attribute. *(K R&L 1-4 PO2; K M 4-4 PO3; K M 5-2 PO1)*	Child sorts manipulatives and other objects by attribute (color, shape, size, function, etc.) and other common categories (clothes, animals, food, etc.). Child orders pumpkins by size.
Phase 2 b. Sorts and classifies objects by more than one attribute. *(K R&L 1-4 PO2; K M 4-4 PO3; K M 5-2 PO1)*	Child separates red vehicles with wheels from red vehicles without wheels from groups of assorted vehicles.
c. Recognizes a series and duplicates patterns through trial and error. *(K M 3-1 PO1, PO3)*	Child chimes in on repetitive parts of a story, such as *Brown Bear, Brown Bear*.
Phase 3 d. Sorts, classifies, and orders objects and describes their relationships. *(K R&L 1-4 PO2; K M 4-4 PO3; K M 5-2 PO1, K M 5-2 PO1)*	Child uses snap blocks to duplicate a red-yellow-blue, red-yellow-blue pattern.
e. Describes and extends a pattern and uses the pattern to make predictions about what comes next. *(K M 3-1 PO1, PO3; 1 M 3-4 PO2)*	After sorting a collection of hardware, child says, "These are plastic."
f. Translates a pattern from one representation to another. *(K M 3-1 PO3)*	Child is making a blue-white-blue-white necklace. After stringing a white bead, she states, "Now, I need a blue one." Child claps as adult points to the red card and stomps when adult points to the green card while playing a game.

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Context Statement for Math Standard Two: Geometry

Learning geometric concepts begins when children manipulate, play with, replicate, and purposefully investigate geometric shapes and relationships to make connections. Children need to actively explore the size, shape, and spatial arrangement of real objects, as well as hear and use relevant mathematical vocabulary while interacting with peers and adults.

STANDARD 2. GEOMETRY

Children observe, construct, describe, connect, analyze, and draw plane and solid objects.

Benchmark 2.1. The child explores and discusses the properties and relationships of plane and solid shapes.

Developmental Continuum	Examples That You May Observe
Phase 1	
a. Constructs and sorts solid shapes and forms. *(1 M 4-1 PO5; K M 5-2 PO1)*	Child plays with parquetry pieces, pattern blocks, unit blocks, and attribute blocks.
b. Recognizes, constructs, and sorts plane shapes and forms. *(1 M 4-1 PO5; K M 5-2 PO1)*	Child uses paper shapes in the art center to make a picture.
Phase 2	
c. Names common shapes (circle, square, rectangle, triangle). *(K M 4-1 PO1; 1 M 4-1 PO4)*	Child points to a round clock when asked, "Show me something in the room that is a circle."
d. Recognizes and represents geometric shapes, forms, and structures in the environment. *(K M 4-1 PO3)*	Child uses arms to form a circle representing the sun in "Itsy Bitsy Spider."
Phase 3	
e. Compares and describes attributes of plane and solid shapes and forms. *(K R&L 1-4 PO3; K M 4-1 PO1)*	Child says, "My block is longer" or "My tower is taller."
f. Investigates and discovers the results of combining shapes and forms. *(2 M 4-1 PO2)*	Child puts two triangular blocks together to make a square.
g. Draws common shapes. *(1 M 4-1 PO5)*	Child uses finger to draw shapes in shaving cream, sand, etc

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Benchmark 2.2. The child understands and describes locations and spatial relationships.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Follows directions using positional terms, such as there/here; near/ far; inside/outside; top/bottom; above/below; front/ back. *(K R&L 3-2 PO1; K M 4-1 PO2)*	Child puts hands above head in game of "Simon says."
Phase 2 b. Uses positional terms to describe relationships among objects. *(K M 4-1 PO2)*	Child says, "Susie is under the table." Child says, "I drove the train between the trees." Other positional terms include: here/there; near/far; inside/outside; top/bottom; above/below; front/back; over/under; in front of/behind; next to/ away from; in/on; up/down; high/low.
c. Recognizes when a position or orientation has changed. *(1 M 4-2 PO1)*	Child says, "Teacher, the book is upside down."
Phase 3 d. Describes and interprets direction and distance while interacting with the environment. *(K M 4-1 PO2)*	Child answers appropriately when asked, "Is it farther to the playground or your home?" Child says, "The water table is outside today."
e. Demonstrates an awareness of symmetry. *(1 M 4-1 PO6)*	Child creates symmetrical figures using Legos, pattern blocks, etc.

Context Statement for Math Standard 3: Measurement

Learning to understand and apply measurement attributes begins during play as children actively describe and compare real world objects. Children need opportunities to explore, discover, and discuss measurement relationships in everyday activities and interactions.

STANDARD 3: MEASUREMENT

Children use standard and non-standard measurement and develop estimation strategies to make and to describe comparisons in their environment.

Benchmark 3.1. The child understands measurable attributes of objects using units and processes of measurement.

Developmental Continuum	Examples That You May Observe
Phase 1	
a. Explores the attributes of length, volume, weight, height, area, time, and temperature. *(K M4-4 PO1, PO2)*	Child fills several different containers with solids or liquids. Child stacks blocks as tall as his friend.
b. Covers an area with shapes. *(K M4-4 PO1)*	Child covers Lego plate with small Legos.
Phase 2	
c. Explores and develops an awareness of seriation according to attributes such as length, width, height, size, color. *(K M4-4 PO1, PO3)*	Child arranges colored tiles from light to dark.
d. Uses standard and non-standard units of measurement in everyday situations. *(K M4-4 PO2, 1 M4-4 PO7)*	Child uses his hands as a unit to measure a tabletop. Child uses a yardstick to find something in the classroom the same length or height.
Phase 3	
e. Selects an appropriate standard or non-standard tool for the attribute being measured. *(K M4-4 PO2, 1 M4-4 PO7)*	Child chooses to use a cup rather than a ruler to measure flour when cooking.
f. Uses relative terms of measurement to compare and estimate for problem solving. *(1 R&L 1-4 PO1; K M4-4 PO1)*	Child says, "I need a bigger box for these blocks." Other relative terms of measurement include: longer/shorter; taller/shorter; heavier/lighter; larger/smaller; wider/narrower.

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Benchmark 3.2. The child understands measurable attributes of time and sequence.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Explores and begins to recognize temporal relationships such as day/night; before/after; first/last; yesterday/today/ tomorrow; days/ weeks; sooner/later; morning/afternoon/evening; always/ never/sometimes; faster/slower. *(1 M 4-4 PO3, PO4, PO5, PO6)*	Child responds appropriately when asked, "What did you do this morning?"
Phase 2 b. Associates events with periods of time. *(1 M 4-4 PO3, PO4, PO5, PO6)*	Child says, "After music, we go outside."
Phase 3 c. Follows, remembers, describes, and anticipates a sequence of events. *(K R&L 3-2 PO1; 1 M 4-4 PO3, PO4, PO5, PO6)*	Child relates sequence of events from a field trip. Child describes daily routine. Child anticipates what happens next in the daily schedule.

Context Statement for Math Standard 4: Numbers and Operations

Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. Children need opportunities to play, observe, and interact with peers and adults in order to discover number relationships and to develop a thinking process for problem solving.

STANDARD 4. NUMBERS AND OPERATIONS

Children demonstrate increasing interest and awareness of numbers in the environment, the relationships among numbers and quantities, and counting as a means for solving problems.

Benchmark 4.1. The child understands the meaning of numbers, ways of representing numbers, and the relationships among numbers.

Developmental Continuum	Examples That You May Observe
PHASE 1	
Phase 1 a. Explores numbers in a variety of settings. *(K M 1-3 PO1)*	Child shows an interest in "reading" counting books, singing counting songs, and manipulating phones, calculators, and remote control devices in the dramatic play area.
b. Matches sets of objects. *(K M 2-3 PO1)*	Child distributes one napkin and one snack to each child.
PHASE 2	
Phase 2 c. Develops a sense of whole numbers.	
• Understands that numbers represent quantities. *(K M 1-1 PO1)*	Child says, "Two friends didn't come today."
• Understands that numerals are symbols used to represent quantities. *(K M 1-1 PO1, PO2)*	Child says, "I go home on bus number nine."
• Represents and uses whole numbers in a variety of ways. *(K M 1-1 PO1, PO2)*	Child presses the numbers 911 on dramatic play phone.
• Uses number words while counting, not necessarily assigning one number to one object. *(K M 1-1 PO2, PO3)*	Child says, "Six, four, two, five," when counting trucks.
PHASE 3	

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Developmental Continuum		Examples That You May Observe
PHASE 2	Phase 2 cont. d. Compares sets of objects (more than, less than, equal to). *(K M 1-1 PO6; K M 1-2 PO5)*	Child says, "Hey, you have more blocks than me!"
	e. Demonstrates concepts of part and whole. *(1 M 1-1 PO14)*	Child completes a picture puzzle. Child breaks off a piece of play dough to share with playmates.
	f. Explores the use of currency and coins. *(K M 1-1 PO10)*	Child pretends to buy groceries with play money in the dramatic play area.
	g. Demonstrates one-to-one correspondence. *(K M 1-1 PO6, PO7)*	Child touches or points to objects such as cookies while using phrase such as "One for mommy, one for daddy, one for me."
PHASE 3	Phase 3 h. Counts with understanding and recognizes "how many" are in sets of objects up to five. *(K M 1-1 PO4, PO9)*	Child counts out four eggs when mom says, "We need four eggs for the pumpkin pie."
	i. Matches numerals zero to five (0-5) to the quantities they represent. *(K M 1-1 PO4, PO5, PO6)*	Child works on puzzle matching the numerals on one piece to the numbers of objects on corresponding piece.
	j. Uses ordinal number words to describe the position of objects. *(K M 1-1 PO8)*	Child says, "I'm first in line. He's second."
	k. Understands that numbers always represent the same quantity, regardless of the order or physical arrangement of the objects counted. *(K M 1-1 PO6)*	Child states, "There are still four," after teacher changes the order of the objects.
	l. Uses one-to one correspondence as a way to compare two sets. *(K M 1-1 PO6, PO7)*	Child puts one rider next to each horse and says, "There are enough horses for all of the cowboys."

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Benchmark 4.2. The child understands beginning concepts of mathematical operations.

Developmental Continuum	Examples That You May Observe
PHASE 3 / PHASE 2 / PHASE 1 Phase 1 a. Joins sets of objects. *(K M 1-2 PO1; K M 2-3 PO1)*	Child adds his blocks to his friend's blocks and says, "Now we have more."
b. Separates sets of objects. *(K M 1-2 PO1; K M 2-3 PO1)*	Child gives his friend the pigs and he keeps the horses while playing with farm animals.
Phase 2 c. Participates in discussion of mathematical operations in daily activities. *(K M 1-2 PO1 PO2, PO3, PO4, PO5; K M 1-3 PO1)*	Group sings, "Five Little Ducks." Group then discusses how many are left when one didn't come back.
Phase 3 d. Represents an understanding of mathematical operations in daily activities. *(K M 1-2 PO1, PO2, PO3, PO4, PO5; K M 1-3 PO1)*	Child says, "I have four grapes." Child eats one grape and says, "Now I have three grapes."

Context Statement for Math Standard 5: Data Analysis

Learning to analyze data begins with opportunities to observe, describe, organize, compare, and represent objects and information. Children need experiences collecting objects and information that are meaningful to them.

STANDARD 5. DATA ANALYSIS

Children collect, organize, and analyze data from everyday situations.

Benchmark 5.1. The child collects, organizes, and displays relevant data to make sense of the environment.

Developmental Continuum	Examples That You May Observe
PHASE 1 Phase 1 a. Gathers data about self and the environment. *(K M2-1 PO1)*	Child says, "I have a baby brother. Do you?" Child collects rocks, bugs, sticks, cereal labels, cards, etc.
PHASE 2 Phase 2 b. Organizes and displays data on graphs using objects, pictures, and representations. *(K R&L 1-4 PO2; 1 M2-1 PO2)*	Child selects favorite fruit after tasting three different samples and places a sticker on the class graph indicating her selection.
c. Reads and interprets displays of data using objects, pictures, and representations. *(K M2-1 PO2, PO3, PO4)*	Child examines the graph of favorites and discusses which category has the most, the least, etc.
d. Makes predictions based on questions posed by adults. *(K M2-1 PO4, PO5; 2 M2-2 PO1, PO2)*	During morning circle, the child predicts which group will be larger, the group with shoelaces or the group without shoelaces.
PHASE 3 Phase 3 e. Describes data using comparative words related to quantity, size, speed, and weight. *(K M1-2 PO6)*	Other comparative words include: all/none; more/less; most/least; many/few; equal; large/small; wide/narrow; big/little; empty/full; tall/short; long/short; thick/thin; heavy/light.
f. Forms logical conclusions about data. *(K M2-1 PO2, PO3, PO5)*	Child says, "If I put one more block on top, it will fall down."

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Science

SAIGES Perspective:
SAIGE likes to paint rainbows. She says all the colors in the rainbow by singing the color song, "Red is rojo, green is verde, ..."

Standards Consultant's Perspective:
SAIGEs experience illustrates the integration of many different standards domains: Science (weather, color formation), The Arts (singing, painting), Language & Literacy (including learning words and concepts in English and Spanish), and Physical Development (use of fine motor skills to draw).

This artwork was created by Saige Lopez, age 3. Saige was a student in the Sunnyside Head Start class in Tucson. This program is operated through Child Parent Centers, Inc.

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SCIENCE

Rationale Statement:

Children are immersed in science in their daily lives. Their natural curiosity and sense of wonder lead them to observe, question, investigate, and interpret the infinite possibilities of the world around them. In this process of searching for meaning and developing understanding, children build a foundation for life-long learning. As they come to see, appreciate, and respect the interconnectedness of the universe, children are inspired to become responsible citizens of the Earth.

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Correlation to K-12 Science

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

Samples:

Citation of New Grade Specific K-12 Draft Standards:

1 M 3-2 PO1 = 1 (Grade) M (Mathematics) 3-2 (Strand-Concept) PO1

Citation of Original Version of K-12 Standards

R SC 2-1 PO3 = R (Readiness Level) Science (Science Standards) 2-1 (Strand-Concept) PO3
F SS 1-1 PO 2 = F (Foundations Level) SS (Social Studies) 1-1 (Strand-Concept) PO2

Key to AZ K-12 Standards Correlated to Science ECE Standards:

M (Mathematics)
PA (Physical Activity)
SC (Science)
SS (Social Studies)

Context Statement for Science

Young children are eager to discover all they can about the world in which they live. Children need opportunities for interactive explorations, observations, and systematic investigations that develop from their curiosity about the natural and physical worlds. Through these scientific experiences, children develop creative and cognitive thinking skills that make learning meaningful. Building on meaningful experiences, children develop a perception of themselves as explorers. As competent learners, children cycle through the process of developing and refining theories and begin their quest for understanding.

STANDARD 1.

Children use the process of scientific investigation (inquiry) to develop an understanding of living things, the earth, and the environment.

Benchmark 1.1

The child observes the surrounding world; exhibits curiosity, interest, and wonder during explorations; begins to hypothesize, predict, and test theories in investigations; reflects on experiences; and applies developed learning to new situations.

Developmental Continuum				Examples That You May Observe
PHASE 3	PHASE 2	PHASE 1	Phase 1: Exploration a. Perceives self as an explorer. *(R SC 2-1 PO1)*	Child says, "I'm digging for dinosaur bones."
			b. Uses senses to observe and explore animals, plants, and other natural phenomena. *(R SC 1-6 PO1, PO2)*	Child identifies the different pitches of sounds when bottles are filled with different levels of water. Child explores various properties of light, including shadows, moonlight, sunlight, reflections, rainbows, prisms, solar prints, and tinted lenses.
			c. Displays curiosity and wonder about animals, plants, and other natural phenomena. *(R SC 1-2 PO1; R SC 1-4 PO1)*	Child says, "Look at the beautiful butterfly on the flower." Child expresses delight about the sparkle in the rocks she picked up on the playground.

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Developmental Continuum				Examples That You May Observe
PHASE 3	PHASE 2	PHASE 1	Phase 1 cont. d. Responds to questions about objects, events, and their relationships to further own understanding about the natural and physical worlds. *(R SC 1-2 PO1; K M 2-1 PO1)*	Child responds to questions such as "What if . . .?" and "Where else have you seen this?"
			e. Gathers information about objects and organisms using a variety of tools and materials. *(R SC 1-5 PO2; R SC 3-2 PO1)*	Child uses a magnifying glass during outdoor time to examine the grass. Child explores materials using scale, microscopes, tweezers, tongs, spoon, spatula, colander, rolling pin, and jeweler's loups to explore a variety of materials.
			f. Engages in conversations about animals, plants, and other natural phenomena. *(R SC 1-2 PO1)*	During the reading of *The Hungry Caterpillar*, child says, "I saw a caterpillar in my yard. Can I bring it to school tomorrow?" During circle time, the class talks about the recent rain storm.
			g. Demonstrates a willingness to take risks by choosing to participate in a variety of experiences. *(R SC 2-1 PO1; F SC 1-1)*	Child is willing to put own hands in the soil to plant seeds. Child says, "Let's make the car go faster," as she tilts the ramp higher.
			Phase 2: Investigation	
			h. Poses questions about animals, plants, other phenomena, and their relationships to further own understanding about the natural and physical worlds. *(R SC 1-2 PO1; K M 2-1 PO1)*	Child asks, "What is the nest made of? How did a bird do this without hands?" During circle time, child talks about his investigation with magnets. Another child asks, "Does the magnet work under water?" Other questions include who, where, why, and what if questions.

Developmental Continuum			Examples That You May Observe
PHASE 3	PHASE 2	Phase 2 cont.	
		i. Examines objects, organisms, and events by noticing their attributes and paying attention to detail. *(R SC 1-3; R SC 1-6 PO2; R SC 3-1; R SC 4-1, R SC 4-2; R SC 4-3; R SC 5-1; R SC 6-1; R SC 6-4)*	Child notices bean seeds planted in clear bags have sprouted into plants with roots, a stem, flowers/petals, and leaves. As a result of hearing *Whistle for Willie*, child moves in the sunlight and realizes that his own shadow moves when he moves.
		j. Selects and uses the appropriate tool(s) to complete a particular task or investigation. *(R SC 1-5 PO1)*	Child selects a scale to figure out how many small blocks will weigh as much as a big block.
		k. Predicts the outcome of investigations and test predictions through active exploration. *(R SC 1-4 PO2; 1 M 3-4 PO2)*	Child predicts that properties of substances can change when substances are mixed, cooled, or heated, e.g., child says, "I need wet sand to build a castle. I'm going to get some water."
		l. Recognizes and solves problems through trial and error.	Child pours water into a container to make it sink.
		m. Organizes, displays, and interprets data using objects, drawings, and other graphic organizers. *(R SC 1-3 PO1; R SC 1-6 PO1, PO2; 1 M 2-1 PO2; K M 2-1 PO2,PO3)*	Child begins a journal to record field notes and makes drawings of observations of living things seen on a walk. Child goes on a scavenger hunt and tallies how many plants and how many animals were seen.
		n. Forms generalizations about investigations.	After walking around the room to find objects that will stick to the magnet, child says, "Blocks don't stick."
		o. Uses safe and healthy practices and routines during explorations and investigations. *(R SC 1-1 PO1)*	Child wears safety goggles when breaking rocks or nuts with a hammer. Child uses tongs to move and examine pieces of a cactus.

Developmental Continuum			Examples That You May Observe
		Phase 2 cont.	
		p. Sorts and classifies elements of the natural and physical worlds by one or more attributes. *(R SC 1-3 PO1)*	Child sorts rock collection by size and texture.
		q. Demonstrates concepts of part and whole in the natural and physical environments. *(1 M 1-1 P14)*	Child says, "These leaves fell off the tree." Child uses felt board to play *What's Missing From the Body* game.
		r. Uses language related to attributes of time, measurement, position, temperature, and type of materials. *(R SS 1-2; R SS 3-1 PO1; K M 1-2 PO6; K M 4-4 PO2)*	After singing "Twinkle, Twinkle Little Star," child says, "I see the stars at night. I see the sun in the day." Child reaches into the "feely" box and describes the object inside as prickly and cold after touching it. Other properties used to describe objects include: weight, texture, flavor, scent, flexibility, and sound.
PHASE 3	PHASE 2	s. Examines and represents patterns in the environment. *(K M 3-1 PO1)*	Child draws pictures of a green and black striped pattern after observing a caterpillar with the same pattern of coloring.
		t. Observes and describes changes in objects, events, and natural phenomena. *(R SC 1-6 PO1, PO2)*	After being measured on the classroom growth chart, child describes how he is bigger now than he was at the beginning of the year. Child recognizes that matter exists in different states (ice, liquid, gas) by observing water in its different states: an ice cube, a puddle that evaporates, and steam from the soup.

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Developmental Continuum		Examples That You May Observe
PHASE 3	Phase 3: Reflection and Application	
	u. Plans an investigation. *(R CH 6-1 PO1; R CH 6-2 PO1, PO2)*	Child taps things around the room to discover what kinds of sounds they make.
	v. Makes predictions based on patterns of observation rather than random guessing. *(R SC 1-4 PO2; 1 M 3-4 PO2)*	After touching the slide for a number of days in hot weather, child says, "It's hot out. We can't use the slide again."
	w. Makes new observations when discrepancies are discovered. *(R SC 1-6 PO2)*	Child looks for another metal object when the magnet won't stick to the coins.
	x. Persists with an investigation despite distractions and interruptions.	Child returns day after day to study the worms in a compost pile (e.g., their movements, eating habits, how they change, and where they like to be in the soil).
	y. Forms logical conclusions about investigations. *(R SC 1-6)*	After placing different objects on a ramp, child concludes that round objects roll down the ramp and flat objects slide down the ramp.
	z. Develops and represents theories and ideas about what has been observed and studied. *(R SC 1-4 PO1, PO2)*	Child makes own version of the bird nest with clay, twigs, feathers, and other materials. After planting seeds and watching them grow, child creates a chant about the lifecycle of a plant.
	aa. Compares and contrasts the similarities and differences in the attributes of things. *(R SC 5-1)*	Looking at the rocks, child says, "These rocks are hard. This one is shiny; this one isn't." As a result of taking care of classroom animals and plants as part of the daily routine, child recognizes that animals and plants have similar needs.

Developmental Continuum	Examples That You May Observe
PHASE 3 Phase 3 cont. bb. Recognizes that there could be more than one solution to a question, activity, or problem. *(R SC 1-6 PO1, PO2)*	Child uses tape to put a book together and says to his friend, "You used staples."
cc. Observes and describes the relationships between objects, between organisms, and between events. *(R SS 1-2; 1 M 4-4 PO4, PO5, PO6)*	Child knows that the chick has a mom, the whale has a mom, and he has a mom. Child takes a flashlight and shines it on a mirror, color paddles, cardboard, prisms, cloth, cellophane, and wax paper, noticing a variety of lighting effects.
dd. Describes and antidipates sequences of scientific events.	Child draws the details of a caterpillar as the caterpillar progresses through its lifecycle. Child describes how jello transforms from powder to liquid to solid. Child demonstrates awareness of the sequence of day and night by saying, "I sleep three more times until my birthday."
ee. Identifies cause and effect relationships. *(R SC 1-4 PO1)*	While using a pulley to hoist a bucket, child says, "It fell. I let go (of the string)." Child digs in the soil and adds water to make the soil erode and form streams. Child answers, "The ice will melt," in response to the question, "What will happen if we put the ice in the sun?"
ff. Develops a sense of responsibility by showing appreciation for the beauty and mystery of the natural and physical worlds. *(A 5-1 PO3; R SS 2-1)*	Child picks up litter on the playground. Rather than step on the spider, child decides to examine it more closely.

The Arts

Teachers Perspective:
JOEY studied the *Face* book and selected a page he wanted to draw. Notice how many details JOEY chose to include from the picture in the book and how precisely he drew his lines. The wooden golf tees, white disks, stick, and wooden spool were delightful and a creative elaboration on the facial theme.

Reference materials and books are important resources for children to use as they develop their theories about how natural creatures and man-made things appear, function, and communicate. The children realize that using pictures as reference points is not about duplicating but instead about having information and the ideas and perspectives of others to support their learning.

This artwork was created by Jose Garcia, age 4. Joey's classroom teachers were Myriam Bonillas, Ann Sanchez, Leticia Tolano, and Gabriela Vizcarra. His studio teacher was Pauline Baker. This program is funded by Early Childhood Block Grant and the Tucson Unified School District.

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The Arts

Rationale Statement:

Creativity is essential for life. The arts mobilize the imagination and creative spirit as children seek meaning and reason about their world. The arts invite children to discover more about who they are and to develop a powerful repertoire of ways to express and represent their ideas, theories, and emotions. As they begin to appreciate the aesthetic dimension of their daily lives, they are inspired to create beauty and joy for themselves and others.

Correlation to K-12
The Arts

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

Samples:

Citation of Original Version of K-12 Standards:

R D 2-1 PO3 = R (Readiness Level) D (Dance Standards) 2-1 (Strand-Concept) PO3
F MU 1-1 PO 2 = F (Foundations Level) MU (Music) 1-1 (Strand-Concept) PO2

Key to AZ K-12 Standards Correlated to Science ECE Standards:

D (Dance)
MU (Music)
T (Theater)
VA (Visual Arts)

Context Statement for Standard for Arts as Inquiry and Creative Expression

Young children are creative, eager, and passionate learners. Daily opportunities for creative and aesthetic expression in the visual arts, music and movement, and the dramatic arts respect children's potential to represent and communicate their theories about the world and their place in it. The learning environment needs to be aesthetically pleasing, provide a climate for risk-taking, and allow time for children to settle into their own rhythms. This environment transforms learning into a rich cognitive adventure.

STANDARD 1. ARTS AS INQUIRY AND CREATIVE EXPRESSION

Children use a process of inquiry as they observe, organize, and interpret their experiences through creative expression.

The child uses a wide variety of materials, tools, and techniques to explore and to make sense of the surrounding world and to express a personal understanding of it.

PHASE 3	PHASE 2	PHASE 1	Developmental Continuum	Examples That You May Observe
			Phase 1	
			a. Exhibits curiosity and wonder as the child develops a sense of aesthetics about the surrounding world. *(R VA 1-1 PO1, PO2, PO3)*	Child looks with fascination at the rainbow.
			b. Explores a **variety of materials** to create original work that represents what the child knows and feels. *(R VA 1-1 PO1; R VA 1-2 PO1, PO2)*	Child explores a variety of materials such as unit blocks, paper, wood, paint, clay, wire, and recycled materials.
			c Explores a **variety of tools** to create original work that represents what the child knows and feels. *(R VA 1-1 PO3; R VA 1-2 PO1, PO2)*	Child explores a variety of tools such as markers, pencils, rollers, weaving needles, scissors, brushes, oil pastels, and crayons.
			d. Explores a **variety of techniques** to create original work that represents what the child knows and feels. *(R VA 1-1 PO2; R VA 1-2 PO1, PO2)*	Child explores a variety of techniques such as drawing, coloring, modeling, weaving, printing, gluing, cutting, bending, folding, sewing, tearing, stapling, and taping.
			e. Imitates responsible procedures in the care and use of art materials. *(R VA 1-5 PO3, PO4)*	After watching the teacher, child puts the lids back on the markers so that they won't dry out.

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Developmental Continuum	Examples That You May Observe
Phase 2	
f. Uses a variety of elements (such as lines, forms, shapes, colors, texture, rhythm, contrast, balance, proportion, and emphasis) to create designs, images, and representations that are meaningful to the child. *(R VA 3-1 PO1, PO2, PO3; R VA 3-2 PO1, PO2)*	Child uses shapes, color, texture, and contrast to make a paper dress for her dancer doll. in a way that pleases her Child selects a variety of materials to make a collage for a book cover.
g. Creates representations that contain increasing detail.	
h. Shares or talks about personal artwork. *(R VA 1-4 PO1, PO2; R VA 3-3 PO2, PO3)*	Child creates a mask, shares how the mask was made, and talks about the significance of the details on the mask.
i. Initiates responsible procedures in the care and use of art materials. *(R VA 1-5 PO3, PO4)*	Child remembers to wash the paintbrushes after using them.
Phase 3	
j. Over time, adds details and new elements to a continuing project or experience.	Child paints a picture of flowers in the garden. The next day, when noticing that several blossoms have opened, child adds new elements to the painting.
k. Makes creative and aesthetic choices when engaging in art activities. *(R VA 1-2 PO2; R VA 1-3 PO1-PO6)*	Child takes time to choose a particular piece of paper because of itsluminosity texture, size, and luminosity to make a representation of *The Rainbow Fish*.
l. Requests specific materials and tools to carry out creative media activities. *(R VA 1-5 PO1, PO2)*	Child asks for foil to make a paper airplane.
m. Respects the creative expressions of self and others. *(R VA 1-6 PO1)*	When observing another child's clay figure at the art table, child says, "How did you make the clay do that?"

Developmental Continuum		Examples That You May Observe
PHASE 3	Phase 3 cont. n. Comments about the qualities and beauty in works of art and describes the details observed. *(R VA 1-4 PO1, PO2)*	Child looks at art prints on the wall and talks about the shapes, colors, and textures in the prints.
	o. Participates in creative media activities that are part of the child's community and culture. *(R VA 2-1 PO2; R VA 2-2 PO1, PO4)*	Child creates a poster for an upcoming community celebration.
	p. Demonstrates understanding of the visual relationships in artwork such as lines, forms, shapes, colors, texture, rhythm, contrast, balance, proportion, and emphasis. *(R VA 3-1 PO1, PO2, PO3; R VA 3-2 PO1, PO2)*	Child makes a butterfly with a symmetrical pattern on its wings. Child creates a self-portrait using colored straws, fabric, paint, pre-cut shapes, colored paper, etc.
	q. Guides others in the responsible care and use of art materials. *(R VA 1-5 PO3, PO4)*	Child reminds a new student to wash the paintbrushes after using them.

Benchmark 1.2. Music and Creative Movement
The child uses a wide variety of musical elements, tools, and techniques to explore and to make sense of the surrounding world and to express a personal understanding of it.

PHASE 3	PHASE 2	PHASE 1	Developmental Continuum	Examples That You May Observe
			Phase 1	
			a. Exhibits interest in a variety of musical expressions and movement experiences. *(R MU 1-7 PO1)*	Child moves with or observes a group of children who are dancing to Argentine music.
			b. Explores musical elements through a variety of classroom instruments, vocalizations, and movements. *(R MU 1-1 PO1, PO2, PO3; R MU 1-6 PO1, PO2, PO3; R D 1-1; R D 1-4)*	During free time, the child has fun creating sounds with bongo, hand, and steel drums.
			c. Demonstrates an awareness of the musical elements represented through sounds in the environment such as pitch, intensity, volume, beat, rhythm, tempo, duration, and melody. *(R MU 1-3; R MU 3-3)*	Child imitates the pulsating rhythm of the police siren while dramatizing a police chase.
			d. Demonstrates an awareness of the musical elements as represented through movements in the environment. *(R MU 1-5)*	During a trip to a local aviary, child imitates the rhythmic movement of the bird's wings.
			e. Imitates sound effects that accompany a story or musical piece. *(R MU 1-4)*	Child makes the sound of *The Billy Goats Gruff* going over the bridge with his hands (e.g., trip, trap, trip trap).
			f. Imitates positions or actions of other beings and objects found in the environment . *(R D 1-3 PO1, PO2)*	Child slithers through the sand imitating the movements of a snake.
			g. Listens to and recognizes familiar rhymes, songs, and chants. *(R MU 1-1)*	Child selects a favorite CD to listen to while "reading" a book.

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Developmental Continuum			Examples That You May Observe
		Phase 2	
		h. Recognizes similarities and differences in sounds of several common instruments (e.g., drum, guitar, tambourine, and triangle). *(R MU 1-6 PO1, PO2, PO3; R MU 2-2 PO2)*	Child comments on the differences in the sounds of cow bells, jingle bells, school bells, and finger bells.
		i. Responds rhythmically to music and sounds. *(R MU 1-2 PO1, PO2, PO3)*	Child taps foot while listening to Reggae music.
		j. Sings and moves to a variety of familiar songs, rhymes, and chants. *(R MU 1-1; R MU 1-2 PO1; R D 1-1)*	Child sings and does motions to the "Wheels on the Bus."
P H A S E 3	P H A S E 2	k. Experiments with pitch, intensity, volume, beat, rhythm, tempo, duration, and melody to create musical expressions. *(R MU 1-1 PO2; R MU 1-3 PO1, PO2, PO3; R MU 2-2 PO2; R MU 3-3)*	Child changes tempo of movements (slow/fast, long/short, stop/go) while passing bean bags.
		l. Experiments with different types of music. *(R MU 1-5; R MU 3-1)*	Child listens to various types of music and selects one that best fits the puppet show. (Types of music include: instrumental, environmental, classical, folk, country, rock, jazz, new age, hip hop, dance music, cultural, lullabies, and marches.)
		m. Responds respectfully to the performances of others. *(R MU 1-7; R MU 2-4)*	Child listens attentively while someone is performing a finger play.

	Developmental Continuum	Examples That You May Observe
PHASE 3	Phase 3 n. Uses creative movement and dance to interpret the mood of various types of music and stories. *(R MU 2-2 PO1, PO2)*	Child swirls scarves while singing "Each of Us is a Flower."
	o. Modifies, extends, and elaborates songs or musical patterns. *(R MU 1-4; R MU 1-5)*	Child changes words "Bringing Home a Baby Bumblebee" to create own music.
	p. Uses knowledge of the differences in sounds and patterns to create musical compositions. *(R MU 1-5)*	Child plays triangles, finger symbols, castanets, and claves varying in pitch, intensity, volume, tempo, or duration to create a musical work.
	q. Participates in music and movement activities that are part of the child's community and culture. *(R MU 2-1; R D 2-2 PO1, PO2; R D 3-2 PO1, PO2, PO3)*	Child participates in cultural dancing such as hoop dancing, folkloric, step dancing, and hula.
	r. Expresses different moods and feelings through music and movement. *(R D 3-3 PO1, PO2)*	Child enjoys making various facial expressions, body postures, pantomimes, creative movements, and vocalizations while singing "If You're Happy and You Know It."

Benchmark 1.3. Dramatic Play
The child uses dramatic play to explore and to make sense of the surrounding world and to express an understanding of it.

Developmental Continuum	Examples That You May Observe
Phase 1 a. Explores and uses a **variety of roles** to represent what the child knows, feels, and imagines. *(R T 1-1; R T 1-2; R T 1-3)*	Child plays the role of the dad in the dress-up area.
b. Explores and uses a **variety of props and materials** to represent what the child knows, feels, and imagines. *(R T 1-4 PO2)*	Child uses dress-up clothes, books, x-rays, bandages, crutches, wheelchairs, writing pads, dolls, stethoscopes, etc., to dramatize familiar roles in a hospital.
Phase 2 c. Demonstrates understanding of the behaviors important to specific roles. *(R T 1-3 PO2, PO3, PO4)*	Child plays firefighter and pretends to put out a fire with a hose.
d. Demonstrates understanding of sequences of events through dramatic play. *(R T 1-1 PO1)*	Child pretends to cook dinner, serve it, wash dishes, and go to bed.
e. Dramatizes familiar stories and poems. *(R T 1-1; R T 1-2; R T 1-3)*	Child improvises a dramatization of the *Three Little Pigs*.
f. Assumes a variety of roles within a dramatic play situation. *(R T 1-1; R T 1-2; R T 1-3)*	Child creates a conversation between two puppets about the new baby at home.
g. Pretends an object exists without using a prop. *(R T 1-2; R T 1-4)*	Child pretends to order a veggie pizza and reaches into pocket for imaginary money to pay for the meal.

Developmental Continuum	Examples That You May Observe
Phase 3	
h. Creates own props to represent objects. *(R T 1-2; R T 1-4)*	Child takes a tube from the recycle bin. Child adds paper and leather for the head and string for the tail to make a horse to ride in the class play about the rodeo.
i. Takes time to add details and new elements to dramatic play situations. *(R T 1-3 PO1)*	Child pretends to be a helicopter during a rescue mission and then returns to home base with a broken propeller and a low fuel tank. After repairs and refueling, the child, still pretending to be a helicopter, returns to the scene of the rescue.
j. Negotiates roles, relationships, and actions during dramatic play. *(R T 1-5 PO1, PO2)*	Child works with others to decide the roles of cast and crew for their movie about dinosaurs.
k. Respects the ideas and suggestions of other children during dramatic play. *(R T 1-5 PO1; R T 3-4)*	When playing in the housekeeping corner, the child's friend comes over and says, "I want to play the dog." The cChild agrees.
l. Draws on imagination to plan, design, and implement dramatic play scenario. *(R T 1-4)*	Child takes dolls from the housekeeping center to the block center for immunizations. (Child has set up a doctor's office in the block center.)
m. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the communities and cultures of the world. *(R T 1-4; R T 2-1)*	Child dramatizes fixing her car. Child dramatizes a wedding and a birthday.
n. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture. *(R T 2-1)*	Child prepares a pretend meal using a tortilla press, wok, and quiche pan.

PHASE 3

P.A.C.T.

These dolls were created by Lorenza and Dahlia Rodriguez during Parent And Child Together (P.A.C.T.) time in the Glendale Family Literacy class at Lamar Learning Center in Glendale. This program is funded by Arizona Family Literacy and Head Start.

During Spring 2000, mothers and children made centerpieces as part of a P.A.C.T. community service project. The students showed appreciation of their classroom while having fun and learning cooperatively. The centerpieces were used at a breakfast that raised funds for their classroom. In addition to decorating the hall and making colorful doll centerpieces, the mothers shopped, cooked, served, sold, collected tickets, and presented a program at the fundraising breakfast.

The idea to make dolls as centerpieces was the result of a recreation unit in a family literacy class. Parents and children worked together. The mothers taught each other different stitches. Each doll was hand sewn. Beads and other decorative materials were brought in and shared with the group. Vocabulary was developed throughout the project.
The P.A.C.T. mothers and children enjoyed participating in this creative learning activity.

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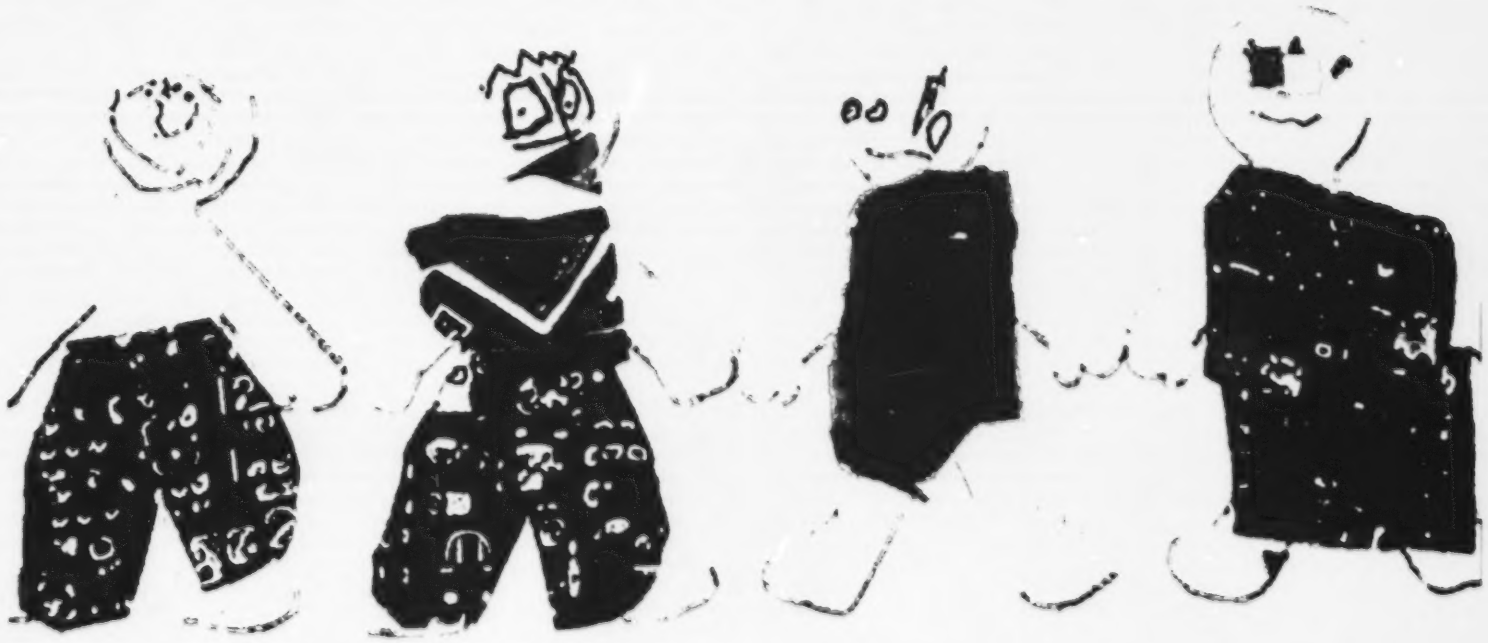
PARENTS AND CHILDREN TOGETHER

The Parents And Children Together (P.A.C.T.) Standards are currently under construction.
They will be available December 31, 2003.

Glossary



These cutouts were created by (left to right): Damian Pierce, Nicholas Rinaldi, Brandon May, and Cameron Blevins, all age 4. The boys were students in Yolanda Zepeda's class. They were doing a study of themselves in the preschool/kinder room, a multiage concept classroom at the Yuma Proving Ground. This program is funded by the United States Department of Defense.

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GLOSSARY

AESTHETICS - The nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with the nature and value of beauty and art.

ALLITERATION - Alliteration is the repetition of the same sound, usually a consonant, at the beginning of two or more words immediately succeeding each other or at short intervals. Examples are the repetition of *f* and *g* in *fresh fields*, *green groves*, or in *fields* ever *fresh*, *groves* ever *green*.

ALPHABETIC PRINCIPLE - The understanding that written letters systematically represents sounds. For example, the word *big* has three letters and three sounds. The use of letters and letter combinations to represent phonemes in an orthography.

ATTRIBUTE - An attribute is an inherent characteristic of a person or a thing.

ATTRIBUTES OF SHAPES - Attributes are characteristics of objects, such as color, position, roundness, shape, size, number of corners. For example, a child compares *size/shape* of objects and says, "My tower is *taller*."

BENCHMARKS - Standards are broadly stated goals. Each standard contains several benchmark statements that define in more precise terms various components of the standard statements. For example, under the Reading Standard, within the domain of Language and Literacy, benchmarks define book handling, comprehension, concepts of print, and knowledge of sounds and the alphabet.

BIG BOOKS - Oversized books that allow children to see the print and pictures as adults read them.

CLAVE - A clave is either of a pair of cylindrical hardwood sticks that make a hollow sounds when they are struck together.

COGNITIVE DEVELOPMENT - Children's developing knowledge, skills, and dispositions, which help them to think about and understand the world around them.

COMPARATIVE WORDS - Comparative words describe people, places, and objects in comparison to or relative to others with regard to such attributes as quantity, size, weight, and speed. Some comparisons are: all-none; more-less; many-few; longer-shorter; taller-shorter; lighter-heavier; larger-smaller; wider-narrower; bigger-littler; larger-smaller; thicker-thinner; hotter-colder; full-empty; and, faster-slower. For example, a child says, "I have *all* of the blocks. Joey has *none*." However, multiple comparative words do not have to be used in order to make a comparison. For example, a child says, "My car went *faster* than Joey's car."

Comprehension - The complex cognitive processes of acquiring strategies to understand, remember and communicate what is read.

Context Statements - Context statements are short paragraphs preceding every standard to describe the importance of the content and skills included and to provide important reminders about the kind of classroom environment that is likely to maximize the learning of young children.

Collage - Collage is an art form in which bits of objects such as newspaper, cloth, pressed flowers, string, etc., are pasted on a surface to create an artistic composition.

Decoding - The translation of the letters in written words into recognizable sounds and combining these sounds into meaningful words.

Developmental Continuum - The standards (comprised of Standards, Benchmarks, Indicators, and Sub-Indicators) organize knowledge and competencies into three phases of learning that together form a developmental continuum for each benchmark. The placement of certain indicators (and sub-indicators) in Phase I, Phase 2, or Phase 3 of the developmental continuum is not meant to be a rigid directive but an approximate guideline based on research that suggests a progression of skills and knowledge from simple to more complex.

Elements of Art - The elements of art are the basic elements or principles used as expressive components in the visual arts such as line, color, proportion, perspective, value/contrast, and texture.

Emergent Literacy - The view that literacy begins at birth and is encouraged through participation with adults in meaningful literacy/language related activities.

Emphasis - Emphasis is when special attention is given to something in order to make it stand out. In visual art, emphasis can be created through the use of line, color, contrast, size, etc.

English Learner (EL) - An individual who does not speak English or whose native language is not English and who is currently able to perform ordinary classroom work in English; also called limited English proficient (LEP).

Environmental Print - Printed materials that are a part of everyday life. They include: signs, billboards, labels, and business logos.

Essential Components of Reading Instruction - This means explicit and systemic instruction in:

1) Phonemic Awareness
2) Phonics
3) Vocabulary Development
4) Reading Fluency including oral reading skills
5) Reading Comprehension Strategies

Estimation Strategies - Estimation strategies are opinions or judgments of the worth, extent, or quantity of something formed without using precise data, such as estimations of distance, magnitude, or amount.

Evaporate - To evaporate is to change or dissipate a liquid or solid into vapor.

Experimental Writing - Young children experiment with writing by creating pretend and real letters and by organizing scribbles and marks on paper.

Explicit Instruction - Teaching children in a systematic and sequential manner.

Fluency - The effortless, automatic ability to read words in connected text.

Grapheme - A letter or letter combination that spells a phoneme; may be one, two, three or four letters in English (e,ei, igh,eigh)

Graphic Organizations - Graphic organizations are visual representations of facts and concepts from a text and their relationships within an organized frame. Graphic organizations of information are effective tools for thinking and learning. They help teachers and students represent abstract or implicit information in more concrete form.

Highly Familiar Words - Highly familiar words are simple words found in print that appear many more times than most other words. These simple and familiar words are recognized immediately by sight as a whole and do not need word analysis nor do they need to be sounded out for identification. Some examples include: *the, said, come, of, and, here, one, what.* Basic word lists generally provide words ranked in order of their frequency of occurrence, suitable for the level of intended use.

Imitative Writing or Scribble Writing - Imitative or scribble writing uses known letters and approximations of letters, as well as common writing strokes (e.g., horizontal and vertical lines, points, circles, spirals, zig-zag lines, wavy lines) to represent written language.

Indicators (and Sub-Indicators) - These statements comprise the developmental continuum (Phase 1, Phase 2, and Phase 3) and detail all of the skills and concepts a young learner needs to know and be able to do to master the more broadly stated benchmarks and standard statements. For example, under the benchmark for comprehension in reading are the following indicators:

- Relates stories to real-life experiences and feelings.
- Asks and answers questions about stories.
- Makes predictions about what is read, heard, or seen in illustrations (for clarity).
- Retells a story in sequence using illustrations in a book or literary props.
- Relates details of stories.
- Draws connections between story events.

Inquiry Process - The inquiry process consists of principles and procedures for the systematic pursuit of knowledge, involving the formulation of a problem or hypotheses and the collection of data through observation and experiment.

Intensity - Intensity is the degree of energy or force in a musical expression.

Journals - Writing books in which young learners scribble, draw, and use their own spellings to write about their expressions.

Letter Knowledge - The ability to identify the names and shapes of the letters of the alphabet.

Lifecycle - A lifecycle is a series of stages through which an animal or plant passes during its lifetime.

Limited English Proficient - A student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English; also called English learner (EL).

Literacy - Includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.

Matter - Matter is the substance of which a physical object is composed.

Melody - A melody is a succession or arrangement of sounds (often defined as sweet or agreeable) organized as an aesthetic whole; tunefulness.

Metalinguistic Awareness - An acquired level of awareness of language structure and functions that allows us to reflect on and consciously manipulate the language we use.

Morpheme - The smallest meaningful unit of the language.

Morphology - The study of the meaningful units in the language and how they are combined in word formation.

Orthography - A writing system

Natural World - The term "natural world" refers to all of the living components (animals and plants) in the world.

Non-Standard Measurement - A non-standard measurement is a unit of measurement expressed in terms of objects, such as paper clips, shoes, and blocks.

Ordinal Number Words - Ordinal number words specify **the ordering or succession** of the elements of a set, e.g., first, second, third, as opposed to cardinal numbers. Cardinal numbers, such as one, two, three, are used to count **how many** elements are in a set.

Paradigm - The prevailing pattern of thought in a discipline or part of a discipline.

Patterns - Patterns are designs that repeat themselves, including patterns of sounds and physical movements (e.g., clap, stomp, clap, stomp . . .); patterns in the environment (e.g., day follows night, repeated phrases in storybooks, patterns in carpeting or clothing); patterns in numbers or symbols (e.g., 1,2,3, 1,2,3...or aabccd, aabccd...).

Phases - The phases indicate the level of student performance, the extent to which students are able to demonstrate command over the concepts and skills outlined in the standards. In "standards terminology," they are typically referred to as performance standards or a delineation of the type, quality, range, and depth of the performance expectations at several different levels of achievement. The phases answer the question, "How competent or adept is a student in a particular area?" These standards include three phases of development, three phases of performance, moving from a delineation of simpler skills and concepts to more complex ones. A student who exhibits the knowledge, skills, and abilities in Phase 2 also has mastered all of the Phase 1 competencies; a student who exhibits the competencies in Phase 3 also has mastered all of the Phase 1 and 2 competencies. Ideally, of course, all children leaving early childhood programs and entering kindergarten would come prepared with the kinds of experiences and knowledge described in Phase 3. In reality, the child's existing competencies in relation to the skills and knowledge of the early childhood standards are the best indicators of where to begin instruction and how to measure best the child's individual progress.

Phenomena - Phenomena, as used in the standards, are facts or events of scientific interest capable of scientific description and explanation.

Phonemes - The smallest parts of spoken languages that combine to form words. A speech sound that combines with others in a language system to make words.

Phonemic Awareness - The ability to hear, identify and manipulate individual sounds in spoken words. The conscious awareness that words are made up of segments of our own speech that are represented with letters in an alphabetic orthography.

Phonics - The relationships between the sounds of spoken language and the individual letters or groups of letters that represent those sounds.

Phonological Awareness - The ability to recognize and work with sounds in language. Activities include: alliteration, rhymes and separating syllables into sounds. Meta-linguistic awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes; a more encompassing term than phoneme awareness.

Physical World - The term "physical world" refers to all of the nonliving components in the world (e.g., air, water, sun/light, earth's rocks, soil, and other formations and materials).

Pitch - Pitch is the highness and lowness of a musical sound.

Plane [Geometric Shapes]. Plane geometric shapes are shapes with a flat surface such as circle, triangle, square, and rectangle.

Prepositions - Prepositions are words that describe people, places, and objects in terms of position, direction, time, or other abstract relation, such as in, out, under, over, off, beside, behind, before, and after. For example, a child says, "I put the bowl *on* the table."

Print Awareness - The knowledge that printed words carry meaning and that reading and writing are ways to get ideas and information. A young child's sensitivity to print is one of the first steps toward reading.

Prism - A prism is a transparent body in crystal form used to deviate or disperse a beam of light.

Pulley - A pulley is a wheel used with a band, belt, cord, rope, or chain that passes over its rim to change the direction and point of application of a pulling force.

Reading Fluency - Speed and accuracy of reading; the ability to read text with sufficient speed to support comprehension.

"Reads" - A young child "reads" when he or she imitates common reading behaviors, including holding the book right side up, following words across and down the page, turning the pages from front to back, and "telling" the story as he or she remembers or imagines it to be.

Rhythm - Rhythm is an ordered recurrent alteration of elements in the flow of sound and silence.

Scaffolding or Scaffolded Instruction - Instructions in which adults build upon what children already know/express and provide support/encouragement that allows children to perform more complex tasks, to make discoveries and to problem solve results.

Scientifically Based Reading Research (SBRR) - This applies to rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction and reading difficulties.

Sentences of Increasing Length and Grammatical Complexity - Sentences of increasing length and grammatical complexity are sentences that expand on the simple subject-verb construction with increased use of adjectives, adverbs, prepositions, basic and reflexive pronouns, direct and indirect objects, conjunctives (but, and, or), and clauses (e.g., because, so, while, if, when, that).

Seriation. - Seriation is an arrangement or position in a series.

Series of Connected Exchanges - Series of connected exchanges occur when children initiate and sustain conversations with topic-relevant comments or questions through four or more exchanges.

Sight Vocabulary - Words that a reader recognizes without having to sound them out.

Solid [Geometric Shapes] - Solid geometric shapes are closed and bounded three-dimensional shapes that have positive volume. A cube, sphere, and cone are examples of solid geometric shapes.

Standards - Standards are broad statements that support the goal of preparing young children for further study and schooling. Each domain (Language and Literacy; Mathematics; Physical Development, Health, and Safety; and, Social and Emotional Development) has several standard statements. For example, Language and Literacy has three broadly stated standards: Listening and Speaking, Reading, and Writing.

Symmetry - A shape or configuration is symmetrical when the parts of the shape/configuration are identical in size, shape, and structure when laid on opposite sides of a central line.

Tempo - Tempo is the rate of speed of a musical piece or passage.

Temporal Words/Relationships - Temporal words pertain to the time of an occurrence (or the relationship between the time of two or more occurrences), including yesterday-today-tomorrow; days-weeks; morning-afternoon-evening; day-night; first-last; always-never-sometimes; sooner-later; before-after.

Vocabulary - The words we must know in order to communicate effectively. *Oral Vocabulary* refers to words that we use in speaking or recognize in listening. *Reading Vocabulary* refers to words we recognize or use in print.

Word Recognition - The ability to identify printed words by sight or by decoding so as to figure out meaning.

Every Child:

is a unique, complex learner;

is a social being who learns
through the development of relationships with peers and adults;

is entitled to learning environments
that support optimal development of the whole child;

is entitled to opportunities
to learn through active exploration;

learns through child-initiated,
child-directed, teacher-supported play.

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